

**Listening Strategies with Television Texts:**

**A Study of Thai University Students of  
English as a Foreign Language**

by

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**Submitted in fulfilment of the  
requirements for the degree of  
Doctor of Philosophy**

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## DECLARATION

This dissertation does not contain any material which has been accepted for the award of any other degree or diploma in any institute, college or university, and to the best of my knowledge and belief contains no material previously published or written by another person, except where due reference is made in the text of this dissertation.

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## ABSTRACT

The aim of the study was to investigate English as a Foreign Language (EFL) learner listening strategies. The study was conducted in two phases. Phase I was a survey of the difficulties encountered and the strategies used by Thai university EFL learners in listening to the main points of three types of TV texts (news, lifestyle programs, and commercials). This was conducted with two groups of the students in class, using assessment–practice–assessment procedures. Open-ended questions were used to gain the data, and quantitative data analysis was employed for the findings. Speed and vocabulary were the key difficulties, and inferencing was the main strategy category reported in the two assessment sessions. After the practice sessions, the final assessment indicated that students improved their listening performance with TV lifestyle programs and commercials. However, there was no statistically significant difference between the first and the final assessments of the main points listening performance for TV news.

In Phase II, a listening program for developing more effective strategies with TV news was presented and evaluated. The Structured Listening Program (SLP) was undertaken with a group of six upper-intermediate/advanced Thai university EFL students. The main purpose of using the SLP was to retain the characteristics of authentic English texts and assist the learners to make the input comprehensible. The focus was on the explicit teaching of listening strategies targeted at English language TV news. The learners were trained to use listening strategies, moving from directed listening, to facilitated listening and eventually to independent listening.

The findings from Phase II demonstrated that the learners became more aware of listening strategies. The SLP encouraged the students to seek more opportunities to listen to a variety of ‘real’ English outside the classroom. Use, Reflection, and Control were three levels of strategy awareness applied in listening to TV news. Students’ motivation and confidence in listening to authentic English in natural contexts increased. Students’ confidence—not only in listening but also in speaking—was gradually built up during the SLP. The findings are discussed, and the implications and limitations of the study are documented in the dissertation.



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# TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>ii</b>
<b>AUTHORITY OF ACCESS .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>v</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF APPENDICES.....</b>	<b>xii</b>
<b>LIST OF TABLES.....</b>	<b>xiv</b>
<b>LIST OF FIGURES .....</b>	<b>xv</b>
<b>GLOSSARY OF TERMS .....</b>	<b>xvi</b>
<b>CHAPTER 1                      INTRODUCTION.....</b>	<b>1</b>
1.1    OVERVIEW .....	1
1.2    RATIONALE OF THE STUDY .....	2
1.2.1    Theoretical contribution.....	2
1.2.2    Research contribution.....	3
1.2.3    Practical contribution.....	4
1.3    RESEARCH QUESTIONS .....	5
1.4    KEY ABBREVIATIONS USED IN THE STUDY .....	6
1.5    LIMITATIONS OF THE STUDY .....	6
1.6    OVERVIEW OF THE THESIS .....	7
<b>CHAPTER 2                      EFL LEARNING CONTEXT.....</b>	<b>9</b>
2.1    OVERVIEW .....	9
2.2    THE BROAD LEARNING CONTEXT OF EFL AND ESL .....	9
2.3    THE ROLE OF EFL IN THAILAND .....	10
2.3.1    Status of English prior to tertiary education.....	10
2.3.2    English learning at university level .....	11
2.3.3    Purposes of English at tertiary level in Thailand.....	12
2.3.4    English major/minor learners.....	13
2.3.5    The curriculum for English major and minor programs.....	13
2.3.6    Weighting of English subjects in the course .....	14
2.3.6.1            Components of English for BA course .....	14
2.3.6.2            English components for English major students.....	14
2.3.6.3            English components for English minor students.....	15
2.3.7    Weighting of the English subjects related to listening skills .....	15
2.3.8    Specific listening skills learning and instruction .....	16
2.3.8.1            Listening as an 'osmotic' skill.....	17
2.3.8.2            Materials for listening skills instruction.....	17
2.3.9    Medium of instruction and English instructors in the Thai EFL context .....	18
2.3.10    Mode of instruction and class size.....	19
2.3.10.1            Class size and instruction for foundation English.....	19
2.3.10.2            English for English language major and minor programs .....	19
2.3.11    Overview of the Thai education system prior to tertiary level .....	19
2.3.12    English language teaching and learning in primary and secondary education.....	21
2.3.12.1            Status of English in the curriculum.....	21
2.3.12.2            Purposes for teaching and learning English.....	22

2.3.12.3	Attitudes and motivation towards English language learning.....	22
2.4	SUMMARY .....	23
<b>CHAPTER 3</b>	<b>TELEVISION TEXTS .....</b>	<b>24</b>
3.1	OVERVIEW .....	24
3.2	MEDIA AND TELEVISION .....	24
3.3	CATEGORIES OF TV PROGRAMS.....	25
3.3.1	News 26	
3.3.2	Informal Education/Recreation and Leisure.....	26
3.3.3	Commercials 26	
3.4	BROADCAST JOURNALISM .....	27
3.4.1	Definitions of broadcast news .....	27
3.4.2	Difference between broadcast and print journalism.....	27
3.4.3	Strengths of broadcast journalism .....	28
3.4.4	Broadcast news writing styles .....	29
3.5	TELEVISION NEWS.....	29
3.5.1	Linguistic aspects for 'air words' .....	30
3.5.1.1	Words used in television news .....	30
3.5.1.2	Sentences in television news .....	31
3.5.1.3	Tenses used in television news.....	33
3.5.1.4	Voice in television news sentences.....	34
3.5.1.5	Time as a signal of immediacy in television news.....	34
3.5.2	Television news structure.....	34
3.5.2.1	Characteristics of a television news lead.....	36
3.5.2.2	A news story .....	37
3.5.2.3	Sequential model of a television news item .....	38
3.6	TELEVISION LIFESTYLE PROGRAMS .....	38
3.6.1	Definition of TV lifestyle programs .....	39
3.6.2	Characteristics of lifestyle TV programs .....	39
3.7	TELEVISION COMMERCIALS .....	40
3.7.1	Definitions of commercials.....	41
3.7.2	Purposes of commercials .....	41
3.7.3	Features of TV commercials .....	42
3.7.4	Structure of TV commercials .....	42
3.8	ROLES OF MEDIA AND TECHNOLOGY IN LANGUAGE LEARNING .....	43
3.9	TELEVISION NEWS AS LISTENING MATERIAL .....	45
3.9.1	Television news and listening .....	45
3.9.2	Difficulty in listening to television news items .....	46
3.9.3	Methods for television news comprehension .....	46
3.9.4	Visual information and comprehension of TV news .....	47
3.9.5	Television news and language teaching.....	48
3.9.6	TV news sources .....	49
3.10	SPECIFIC STRATEGIES FOR TELEVISION NEWS LISTENING .....	51
3.11	SUMMARY .....	52
<b>CHAPTER 4</b>	<b>LITERATURE REVIEW .....</b>	<b>54</b>
4.1	OVERVIEW .....	54
4.2	LANGUAGE LEARNING SKILLS.....	54
4.3	LISTENING: THEORIES AND ROLES IN SECOND LANGUAGE LEARNING .....	55
4.3.1	Characteristics of listening skills.....	55
4.3.2	Types of listening .....	56
4.3.3	Listening and spoken language .....	57
4.3.4	Factors involved in the listening comprehension process .....	58
4.3.5	Listening and viewing.....	60
4.3.6	Roles of listening in second language learning .....	62
4.4	RESEARCH RELATED TO LISTENING STRATEGIES .....	62
4.4.1	Types of listening strategies.....	63
4.4.2	Factors involved in strategy choices .....	67
4.4.3	Strategies used by effective and ineffective listeners.....	69
4.4.4	Listening research suggestions.....	70
4.5	LISTENING DIFFICULTIES FOR THE SECOND LANGUAGE STUDENT .....	71

4.5.1	Text types	71
4.5.2	Roles of listeners	72
4.5.3	Linguistic knowledge of the listeners	73
4.5.4	Speed of the spoken language	73
4.5.5	Cultural aspects	74
4.5.6	Pronunciation/accent of speakers	74
4.6	SECOND AND FOREIGN LANGUAGE LEARNING STRATEGIES	76
4.7	TEACHING ISSUES AND METHODS	80
4.7.1	Listening instruction and second language learning	80
4.7.2	Why strategy instruction and training?	84
4.7.3	Perspectives on successful language learning and teaching	87
4.7.4	A strategy-based approach to listening instruction	89
4.7.5	Authentic materials and second language learning	90
4.7.5.1	Definition of authentic materials	90
4.7.5.2	Why authentic materials?	90
4.7.6	Videos and foreign language listening	92
4.7.7	Motivation in second language learning	95
4.7.8	Motivation and learning strategies	96
4.8	SUMMARY	96
<b>CHAPTER 5</b>	<b>METHODOLOGY</b>	<b>98</b>
5.1	OVERVIEW	98
5.2	PILOT STUDY	98
5.2.1	Development of listening materials	99
5.2.2	Participants	100
5.2.3	Development of survey items	100
5.2.4	Development of listening activities	101
5.3	METHODOLOGICAL ISSUES	101
5.3.1	Rationale for selection of the methodological approaches	102
5.3.2	The main procedures of data collection	104
5.4	PHASE I	105
5.4.1	The selection of listening materials	106
5.4.2	Material preparation	107
5.4.3	Recruitment and characteristics of the participants	109
5.4.4	Phase I data collection	110
5.4.5	Data analysis procedure	113
5.4.6	Summary of Phase I procedures and data treatment	115
5.5	PHASE II	116
5.5.1	Participants	116
5.5.2	Listening material for the SLP	117
5.5.3	The Structured Listening Program (SLP)	118
5.5.3.1	Background to the SLP	118
5.5.3.2	The SLP structure (see Appendix C)	119
5.5.4	Data collection	120
5.5.5	Data analysis	123
5.5.5.1	Written responses	124
5.5.5.2	Verbal responses	124
5.5.5.3	Operational definitions of the terms	124
5.5.5.4	Analysis of strategies used by the participants	125
5.5.5.5	Analysis of the main points listening performance	126
5.5.5.6	Analysis of motivation and confidence	127
<b>CHAPTER 6</b>	<b>RESULTS</b>	<b>129</b>
6.1	OVERVIEW	129
6.2	PHASE I RESULTS	129
6.2.1	RQ1: Main findings	130
6.2.2	Overview of findings	131
6.2.2.1	Difficulties by TV text type	131
6.2.2.2	Difficulties by difficulty areas	132
6.2.3	Specific findings	133
6.2.3.1	TV text type: News	133

6.2.3.2	TV text type: Lifestyle programs.....	134
6.2.3.3	TV text type: Commercials .....	135
6.2.3.4	Difficulty areas of TV texts in Assessment 1 and Assessment 2 sessions.....	136
6.2.4	Summary findings .....	137
6.2.5	RQ2: Main findings.....	138
6.2.6	Overview of findings.....	139
6.2.6.1	Strategies by TV text type.....	139
6.2.7	Specific findings: Strategies in categories.....	140
6.2.7.1	Strategy categories: All TV text types .....	140
6.2.7.2	Strategy categories: TV news.....	141
6.2.7.3	Strategy categories: TV lifestyle programs .....	141
6.2.7.4	Strategy categories: TV commercials .....	142
6.2.8	Detailed findings .....	143
6.2.8.1	Inferencing strategies.....	143
6.2.8.2	Selective attention strategies .....	144
6.2.8.3	Detailed strategy categories reported in listening to TV texts .....	144
6.2.8.4	Reported strategies in Assessment 1 and 2 sessions.....	145
6.2.9	Summary of findings .....	146
6.2.10	RQ3: Main findings.....	146
6.2.11	Specific findings.....	148
6.2.12	Summary of findings .....	150
6.3	SUMMARY OF PHASE I FINDINGS.....	151
6.4	PHASE II RESULTS.....	152
6.4.1	Summary findings of strategies used in the SLP .....	153
6.4.2	Specific findings in relation to strategies used in the SLP .....	153
6.4.3	RQ1: Main findings.....	154
6.4.4	Operational definitions .....	155
6.4.5	Detailed findings .....	156
6.4.5.1	Use .....	156
6.4.5.2	Reflection .....	157
6.4.5.3	Control.....	157
6.4.6	Summary of findings .....	158
6.4.7	RQ2: Main findings.....	158
6.4.8	General findings.....	159
6.4.9	Specific findings.....	161
6.4.9.1	Quantitative findings .....	161
6.4.9.2	Qualitative findings .....	164
6.4.10	RQ3: Main findings.....	164
6.4.11	Specific findings.....	166
6.4.11.1	Learner motivation .....	166
6.4.11.2	Learner confidence.....	168
6.4.11.3	Learners' comments on the SLP.....	169
6.5	SUMMARY OF PHASE II FINDINGS .....	171
<b>CHAPTER 7</b>	<b>DISCUSSION.....</b>	<b>173</b>
7.1	OVERVIEW .....	173
7.2	DISCUSSION OF PHASE I RESULTS .....	174
7.2.1	Difficulties in listening to three types of TV texts.....	174
7.2.1.1	Speed.....	176
7.2.1.2	Vocabulary.....	177
7.2.1.3	Comprehension ability/text types .....	178
7.2.1.4	Accent/pronunciation.....	179
7.2.1.5	Cognitive processing factors .....	181
7.2.1.6	Distractions, and personal/emotional factors.....	182
7.2.2	Difficulties by individual TV text types.....	183
7.2.2.1	Difficulties with TV news.....	183
7.2.2.2	Difficulties with TV lifestyle programs .....	184
7.2.2.3	Difficulties with TV commercials .....	185
7.2.3	Strategies used in listening to three TV text types.....	186
7.2.3.1	Inferencing strategies.....	186
7.2.3.2	Visual information in TV texts.....	187
7.2.3.3	Summarising, elaboration, comprehending, and translation .....	188
7.2.3.4	Directed attention and selective attention.....	189

7.2.3.5	Cognitive and metacognitive strategies.....	189
7.2.4	TV text types.....	191
7.2.5	Selection of strategies.....	192
7.2.6	Student characteristics.....	193
7.3	SUMMARY OF PHASE I DISCUSSION.....	194
7.4	DISCUSSION OF PHASE II RESULTS.....	194
7.4.1	Levels of strategy awareness.....	194
7.4.1.1	Level of Use.....	195
7.4.1.2	Level of Reflection.....	196
7.4.1.3	Level of Control.....	197
7.4.2	Main points listening comprehension.....	199
7.4.2.1	Quantitative findings.....	200
7.4.2.2	Qualitative findings.....	201
7.4.3	Motivation and confidence of the students.....	202
7.4.4	General comments on the Structured Listening Program (SLP).....	205
7.5	SUMMARY OF PHASE II DISCUSSION.....	206
<b>CHAPTER 8 CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS.....</b>		<b>207</b>
8.1	OVERVIEW.....	207
8.2	CONCLUSION.....	207
8.3	IMPLICATIONS.....	208
8.3.1	Theoretical implications.....	208
8.3.1.1	Difficulties in listening to authentic TV texts.....	208
8.3.1.2	Listening strategies.....	210
8.3.1.3	Explicit instruction in listening.....	211
8.3.1.4	Roles of background knowledge.....	211
8.3.1.5	Roles of visual information in listening to TV texts.....	212
8.3.1.6	Motivation for listening to English in natural contexts.....	212
8.3.2	Research implications.....	213
8.3.3	Practical implications.....	214
8.4	RECOMMENDATIONS FOR FURTHER RESEARCH.....	215
8.4.1	Use a SLP in a listening course.....	215
8.4.2	Use other types of TV programs in the SLP.....	216
8.4.3	Use a SLP with other levels of EFL learners.....	216
8.4.4	Use other methods of data collection.....	216
8.5	FINAL SUMMARY.....	216
<b>REFERENCES.....</b>		<b>218</b>
<b>APPENDICES.....</b>		<b>239</b>

## LIST OF APPENDICES

Appendix A:	Courses for English major and minor programs.....	241
Appendix B:	Open-ended questions for a pilot study.....	244
Appendix C:	The Structured Listening Program (SLP).....	245
Appendix D:	Topics of three TV text types, Phase I.....	269
Appendix E:	Subject bio-data, Phase I, Phase II.....	271
Appendix F:	Open-ended questions for responses, Phase I.....	272
Appendix F:	Open-ended questions for responses, Phase II .....	273
Appendix G:	Strategy categories, Phase I.....	274
Appendix G:	Definitions of listening strategies .....	278
Appendix H:	Difficulty categories, Phase I.....	279
Appendix H:	Definitions of Listening Difficulties.....	283
Appendix I:	Main points scores, Phase 1.....	284
Appendix J:	Examples of responses, Phase I.....	285
Appendix K:	Examples of responses, Phase II.....	295
Appendix L:	TV news topics used in Phase II (SLP).....	305
Appendix M:	International TV news used in the Structured Listening Program (SLP), Phase II.....	306
Appendix N:	Local Australian news used in the Structured Listening Program (SLP), Phase II.....	307
Appendix O:	An example of TV news structure and sequences.....	308
Appendix P:	Main points scores, Session 1, Phase II .....	311
Appendix P:	Main points, Session 4, Phase II.....	313
Appendix P:	Main points, Session 9, Phase II.....	315
Appendix P:	Main points, Session 10, Phase II.....	317
Appendix P:	Main points, Session 17, Phase II.....	320
Appendix P:	Main Points, Session 18, Phase II.....	322
Appendix Q:	Descriptive Statistics of Scores, Phase I .....	324
Appendix Q:	Wilcoxon Test results, listening performance within group 1 and group 2, Phase I.....	325
Appendix Q:	Wilcoxon Test results, listening performance between group 1 and group 2, Phase I.....	327
Appendix Q:	Statistical results (Main points listening performance, between group 1 and group 2 for both Assessment 1 and Assessment 2, in listening to the three types of TV texts).....	328
Appendix R:	Strategy categories, Phase II.....	329
Appendix S:	Some aspects of visual information in TV news texts, Phase II	330
Appendix T:	Difficulty categories reported for text type by group, in assessment 1 and assessment 2 sessions, by frequency of mention (Phase I). .....	331
Appendix U:	Strategy categories reported for text type by group, in assessment 1 and assessment 2 sessions, by frequency of mention (Phase I). .....	332
Appendix V:	Inter-rater reliability of scores .....	333
Appendix V1:	R value of the main points scores, Phase I.....	333
Appendix V2:	How to gain the inter-rater reliability of the scores, Phase I	334



Appendix V3: How to gain the R value for the inter-rater reliability of the main points performance in Phase II.....	335
Appendix V4: Inter-rater reliability of use, control, and reflection, Phase II	336

## LIST OF TABLES

Table 2.1	Courses for English major and minor programs.....	14
Table 2.2	The structure of the Thai education system.....	20
Table 5.1	The number of segment and type of TV texts used in Phase I	108
Table 5.2	The research design for data collection, Phase I.....	110
Table 5.3	Conceptual framework of Phase I and Phase II studies .....	116
Table 5.4	The Structured Listening Program (SLP).....	121
Table 6.1	Student listening difficulties (by frequency of mention) with TV news, lifestyle programs, and commercials.....	136
Table 6.2	Difficulties in Assessments 1 and 2 with three types of TV text (by frequency of mention).....	137
Table 6.3	Frequency of mention of sub-category strategies for inferencing and selective attention strategies .....	144
Table 6.4	Listening strategy categories by text types and rank .....	145
Table 6.5	Reported strategies in Assessment 1 and 2 sessions.....	146
Table 6.6	The statistical analysis of the listening for the main points performance.....	147
Table 6.7	Mean scores of the main points listening performance by TV text type, group of the participants, and assessment sessions	148
Table 6.8	Statistical results (main points listening performance, within the same group (i.e., Group 1, 2) for both Assessment 1 and Assessment 2, in listening to the three types of TV texts).....	150
Table 6.9	Strategies used in the SLP .....	154
Table 6.10	Frequency of the Use level of strategy awareness in the SLP	157
Table 6.11	Record of Reflection in strategy awareness in the SLP .....	157
Table 6.12	Record of Control in strategy awareness in the SLP .....	158
Table 6.13	Main points listening performance in the SLP .....	160
Table 6.14	The main points listening performance by Phase I participants ( <i>N</i> = 6) .....	162
Table 6.15	The main points listening performance by the SLP (Phase II) participants ( <i>N</i> = 6) .....	163

## LIST OF FIGURES

Figure 6.1	Reported difficulties by type of TV texts.....	131
Figure 6.2	Reported listening difficulties with TV texts .....	133
Figure 6.3	Reported listening difficulties with TV news.....	134
Figure 6.4	Reported listening difficulties with TV lifestyle programs.....	135
Figure 6.5	Reported listening difficulties with TV commercials .....	135
Figure 6.6	Reported listening strategies by each type of TV texts .....	139
Figure 6.7	Reported listening strategies by categories with three TV text types.....	140
Figure 6.8	Strategy categories in listening to TV news .....	141
Figure 6.9	Strategy categories in listening to TV lifestyle programs .....	142
Figure 6.10	Strategy categories in listening to TV commercials .....	142
Figure 6.11	Cognitive and metacognitive strategy categories with all three types of TV texts.....	143
Figure 6.12	Mean scores of the main points listening performance of the three TV text types .....	148
Figure 6.13	The misinterpreted points mentioned in the three types of TV texts.....	149

## GLOSSARY OF TERMS

**Authentic material** refers to three types of authentic English television texts (news, lifestyle programs and commercials). Authentic materials as a standard definition refers to types of texts derived from any source or program of which the language is naturally used by native speakers, and not written specifically for teaching purposes (Nunan, 1989; Harmer, 1991).

**Commercials** refers to any type of advertisement appearing on television. They are short segments, each of which usually takes 30 seconds in presentation.

**Confidence** refers to a high level of self-esteem of the language learners. The learners with confidence in their target language ability are prepared to use the language and enjoy taking a risk and challenging themselves in their independent learning.

**Directed listening** refers to all the listening activities that are guided and directed by the teacher during the explicit instruction process.

**Effective strategies** refers to language techniques that the learners use in listening to English texts and which results in successful listening comprehension.

**Extrinsic motivation** refers to behaviours and actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment. This type of motivation does not necessarily imply a lack of self-determination in the behaviours performed (Noels, Pelletier, Clement & Vallerand, 2000, p. 61).

**Independent listening** refers to the situation when the learners perform their listening tasks on their own during the listening activities as student-directed listening. Facilities are provided by the teacher. It also refers to the circumstance where the learners perform their own listening to various types of authentic English texts from any sources in natural settings.

**Instrumental motivation** refers to the desire for language development which is inspired by specific objectives of language learning, such as to pass the test, to procure a good career, and to fulfil the academic curriculum.

**Integrative motivation** refers to the desire of the learners to learn the target language in order to absorb the culture and live in the target language community happily.

**Intrinsic motivation** refers to “motivation to engage in an activity because that activity is enjoyable and satisfying to do” (Noels et al., 2000, p. 61).

**Journalistic styles** refers to particular styles of writing the information for such media as radio, television, and newspapers. Each type of information has its own genre and structure. The information is usually short and succinct in meaning, as well as attractive to the audience.

**Lifestyle programs** refers to segments of television programs related to general knowledge of human interest, usually presented in a form of ‘how to’ information. They are well-documented for average groups of the audience and cover subject areas such as gardening, cooking, decorating, travelling, home renovating, etc.

**Listening** refers to receiving, constructing, and interpreting the meaning of the language information from any sources mainly through the ears of the listener. This often occurs after the process of hearing.

**Listening comprehension** refers to the process in which the language learner receives the information, forms the meaning, and understands what the message is about and is able to interpret what is perceived. A combination of visual, auditory, and textual information, as well as linguistic and world knowledge, plays a significant role in listening comprehension.

**Listening strategy** means any type of techniques, including linguistic and general background knowledge, that the language learners use to facilitate their understanding of the information received.

**Listening strategy awareness** refers to the state when the language learners are conscious of using, reflecting, and controlling appropriate language learning techniques to maximise their understanding of the information received. It is the process in which the language learners change their language implicit abilities to

be explicit. In other word, listening strategy awareness refers to an approach that makes implicit knowledge about listening explicit (Garrett & James, 1991). The teacher's role is therefore raising the learners' consciousness by guiding the learners' attention to particular aspects of language, thereby increasing the degree of explicitness as asserted by Rutherford (1987).

**Macro skills** are the four basic skills in language learning or acquisition: listening, speaking, reading, and writing. All language learners aim to gain high competency, fluency, and performance in these four language skills for communication.

**Main points of comprehension** refers to the state when the language learners grasp the information of what is heard, which enables them to answer at least a few questions regarding the event in the texts: 'What happened?', 'When did it happen?', and 'Where did it happen?'. The answers to the questions, 'Who?', 'Why?', and 'How?' are also included in the information interpretation process.

**Motivation** refers to the choices the language learners make in increasing their English listening experiences so as to achieve their particular goal of English learning.

**News** refers to authentic English-language news segments—both current international news and local Australian news—video-recorded from television to use in this investigation.

**Specific listening strategies** refers to the listening strategies that are consistent with journalistic styles and television news structure (i.e., focusing on the news lead, focusing on listening to the information read or reported, using visual information to support, and anticipating the information following the TV news sequences).

**Strategy-based instruction** refers to teaching the learners how to use strategies in listening to television news segments. The learners are encouraged to use, be aware of using, and practice listening, using both their self-generated strategies and the specific strategies taught in listening to authentic spoken English through the structured listening program.

**Strategy repertoire** refers to a range of listening strategies that are developed by the language learners from their own strategies and the strategies taught in the Structured Listening Program (SLP). All the strategies in this range are appropriately used in listening comprehension.

**The Structured Listening Program (SLP)** refers to the program designed for Phase II of this study. It consists of 18 sessions of listening tasks using TV news texts, based on strategy instruction. The learners in the program are gradually moved from directed listening with strategy-based instruction approach to independent listening.

**Upper-intermediate/advanced EFL learners** refers to the third- or fourth-year undergraduate EFL learners who have had experience in English learning for at least 10 years. This group of students chose English as their major or minor subjects in the last two years of their tertiary level study in a Thai university.

## **CHAPTER 1 INTRODUCTION**

### **1.1 Overview**

The aim of this research was to investigate one aspect of second language teaching and learning, specifically English as a Foreign Language (EFL) learner listening strategies. This was carried out by firstly identifying the listening strategies used and the difficulties reported by EFL learners. Then an attempt was made to teach targeted strategies for listening to particular text types in English and in natural/authentic contexts.

This study therefore was conducted in two phases. In Phase I, the Thai EFL university learners' general strategies in listening to authentic English television texts were investigated. This was undertaken to establish a baseline of listening strategies used and difficulties experienced. The results of Phase I led to the development of a Structured Listening Program (SLP) which was implemented and evaluated in Phase II. The main purpose of Phase II was to focus on the explicit teaching of listening strategies targeted to a specific listening context (i.e., English language TV news).

The comprehensive survey of difficulties that students reported encountering and the strategies used when listening to authentic English texts in Phase I provided substantial findings related to teaching listening in EFL contexts. In particular, the survey indicated that even EFL students with high English proficiency levels had difficulties in listening for comprehension to authentic English, particularly in TV broadcasts.

In Phase II, the aim was to make authentic English language TV texts more comprehensible for students' listening. Teachers have usually adapted or simplified texts to meet the English language proficiency level of the learners in order to assist them by providing comprehensible listening input. However, the aim of this study was to retain the characteristics of the authentic English texts and assist the learners to develop appropriate listening strategies to make the input comprehensible. The linguistic and semantic components of English in broadcast texts (i.e., TV news) are suitable in that they are usually simple, short,



and straightforward, as it is language for the ear, not for the eye (Cohler, 1994; Hewitt, 1995; Carroll, 1997).

Another aim of the study was to take students from classroom English to 'real world' English. Adapted texts often have characteristics similar to those of the controlled English language of the classroom. Therefore, instead of adjusting the text to make it more comprehensible, the focus was on assisting the learners to develop strategies appropriate to different TV texts. Phase II was carried out by focusing on the explicit teaching of targeted strategies for a particular text type (TV news), using the SLP, which was specially designed for the purpose.

## **1.2 Rationale of the study**

This investigation has theoretical, research, and practical contributions to make in the area of EFL listening skills development.

### **1.2.1 Theoretical contribution**

Theoretically, listening is one of the four skills to be taught in second/foreign language learning. However, in the context of EFL learning, listening skills have been under-emphasised. This is probably because teachers often assume that listening develops naturally from classroom instruction in the other three macro-skills of reading, writing and speaking. Hence, there is a common view that listening does not need to be taught explicitly (Mendelsohn, 1994). Due to the relative neglect of teaching listening in the second/foreign language classroom, and the limited emphasis on listening skills in second language learning, Nunan (1997) has been led to summarise listening metaphorically as a 'Cinderella skill'; a skill often overlooked by its 'elder sister', speaking.

Listening is considered a fundamental skill in language learning and acquisition (e.g., Rost, 1994). Language users of any mother tongue probably start developing their language communication skills with listening. Listening is, for example, part of the means of communication between a mother and a child from birth. Throughout a person's lifespan, a higher proportion of verbal communication time is probably spent on listening activities than on other language skills (Rivers, 1981; Mendelsohn, 1994). In addition, the knowledge

and skills perceived through listening can be accumulated and transferred to enhance other skills development in language learning (Rost, 1994).

The improvement of EFL learners' skills in listening to authentic spoken English, however, is a constant source of concern for both researchers and teachers. Language learning strategies have been of interest to ESL/EFL researchers recently (Mendelsohn, 1994, 1995; Cohen, 1998; Teng, 1998). Although it would seem that all EFL learners have spontaneously generated their own strategies to cope with difficulties in EFL listening, matching the most appropriate and effective strategies with particular listening tasks is an issue still to be investigated. This investigation, therefore, was based on the concept that listening skills can be taught, and should be taught with a focus on targeted strategies.

### 1.2.2 Research contribution

Even though listening is considered a fundamental receptive skill in language learning, a considerable body of research has focused mainly on the development of the other three skills of speaking, reading, and writing since the communicative approach emerged as the dominant teaching model in ESL/EFL.

Recently, there has been a considerable amount of research conducted relevant to language learning strategies in second language contexts, such as English, Spanish, and French (O'Malley & Chamot, 1990; Oxford, 1990; Vandergrift, 1997a, 1997b; Cohen 1998; Cordero-Ponce, 2000). However, most of these studies have focused mainly on the general language learning strategies used by successful or less successful language learners. More recently, strategy awareness and instruction, as well as metacognitive knowledge in language learning, have been discussed and explicit instruction suggested (Cohen, 1998, 2000; McDonough, 1999; Wenden, 1999; Yang, 1999; Manchon, 2000). However, so far there has been little or no attempt to research the teaching of targeted listening strategies, especially for particular types of authentic listening texts, and with more advanced EFL learners.

This study also attempted to link English listening in the classroom to that in the real world. The focus was on increasing learners' awareness of both general

strategies and specific strategies for listening to authentic spoken English with self-directed and independent listening instruction through a structured listening program. New insights into innovative techniques in EFL listening instruction were expected from the program. Similarly, it was assumed that listening strategies learned and practised in the classroom could be transformed into lifelong listening tools for everyday, independent listening to any type of English in real situations.

In terms of research methodology, this study will make a contribution to the investigation of listening strategies, especially in extending procedures for collecting data on listening strategies (Phase I). In this study, the participants were requested to report their listening strategies orally and in written form immediately after the presentation of each listening text. Using this approach, the participants were able to report the strategies they have spontaneously used with a particular text type. Triangulation of the oral and written responses was used to verify the validity of the data. The participants also were allowed to use their mother tongue to give the most accurate information. Without language constraints, the participants were able to report exactly the strategies they have used.

Another innovative aspect of this study (Phase II) was the use of a structured or 'scaffolded' listening program to teach selected listening strategies explicitly. This approach was intended not only to enhance explicit instruction of listening strategies, but also to develop EFL learners' independent listening skills/performance.

### 1.2.3 Practical contribution

In practice, at least three aspects are taken into consideration when designing a second/foreign language teaching and learning syllabus: (1) text types, (2) level of learners, and (3) type of instruction.

Different types of listening texts often cause difficulties for second language learners. Some particular types of texts, such as television news items, have their own structure which is different from other types of oral texts. The learners' self-generated strategies, often used in the English classroom listening, were

considered insufficient for this type of one-way listening. Therefore, explicit instruction and training in specific listening strategies for particular types of texts may be essential for EFL learners. A repertoire of strategies as lifelong language tools may increase the motivation and confidence of the learners to continue their learning outside the classroom. This also encourages independent learning as well as real-life listening practice, which leads to the development of second language skills in real situations.

### 1.3 Research questions

The study was conducted in two phases. In Phase I, the focus was on surveying the spontaneous listening strategies used and the difficulties encountered by upper-intermediate/advanced Thai EFL university students. The research questions were:

1. *RQ1. What do Thai upper-intermediate/advanced university EFL learners find difficult when they listen to authentic English language television texts (i.e., news, lifestyle programs, and commercials)?*
2. *RQ2. What strategies are frequently employed by Thai upper-intermediate/ advanced university EFL learners to assist their listening comprehension to authentic television texts?*
3. *RQ3. What level of listening performance do the students display in relation to TV texts?*

Phase II of the study focused on the attempt to teach targeted strategies for TV news listening by means of a Structured Listening Program (SLP). The research questions related to this phase of the study were:

1. *RQ1. What levels of strategy awareness do Thai upper-intermediate/advanced university EFL learners apply in listening to English-speaking television news?*
2. *RQ2. To what extent do general and specific listening strategies enhance comprehension of the main points of television news?*

3. *RQ3. What is the contribution of a structured listening program with strategy-based instruction to EFL learners' motivation and confidence in listening to English in natural contexts?*

#### 1.4 Key abbreviations used in the study

A few key abbreviations that are used regularly in this study are presented below. Other operational definitions of terms are presented in the glossary of terms (see page xvi).

**EFL** is an abbreviation of English as a Foreign Language, which refers to the situation when English is not the mother tongue of the learner, but is taught and learned mainly in the classroom (e.g., in Thailand) as a target or second language. The need for the learners to use English in everyday communication is limited, so the focus of instruction and learning is usually on language structure and literature.

**ESL** is an abbreviation of English as a Second Language, which refers to the situation when English is learned and taught as a second language in the context where learners also use English in everyday communication or it is an official language outside the classroom.

**TESOL** is an abbreviation of Teaching English to Speakers of Other Languages. This refers to general circumstances where English is taught to learners whose mother tongue is not English. English is taught and learned as either EFL or ESL.

**EFL context** refers to a setting (e.g., a non-English speaking country) where English is included in the curriculum as a foreign language, and the opportunity for the learners to use English for communication outside the classroom is limited to individual needs.

#### 1.5 Limitations of the study

This study was conducted in two phases. The common limitations in the two phases were:

- The context was limited to a Thai university where English is taught as EFL; and
- The participants in the study were restricted to undergraduate EFL students studying in the third and fourth year of their university program, taking English as their major/minor courses.

Specific limitations of Phase I:

- The sample size was limited to the natural classroom size. The study was therefore conducted with two classes of EFL students ( $N = 47$ ).
- The types of texts used as authentic listening material were limited to three categories of English TV programs (news, lifestyle programs, and commercials).

Specific limitations of Phase II:

- The study was conducted outside the standard classroom setting with a group of upper-intermediate/advanced EFL students ( $N = 6$ ), who had volunteered to participate.
- Based on the findings of Phase I that EFL learners had difficulties in listening to television news, only television news was used as authentic listening material in the Structured Listening Program (SLP).

## 1.6 Overview of the thesis

The thesis is composed of eight chapters as follows:

Chapter 1 presents the introduction, including the aim of the research, rationale of the study, research questions, definitions of terms used in the thesis, and limitations of the study.

Chapter 2 presents a general review of English teaching as ESL and EFL in Southeast Asia, and English learning in Thailand, focusing on English at tertiary level in Thailand, including examples of the curriculum for English major and minor programs in relation to listening skills development in particular.

Chapter 3 consists of a review of media, with a focus on broadcast media, particularly television. Three categories of television programs (news, lifestyle programs, and commercials) are reviewed. The characteristics of each program are documented. The structure and style of TV news writing are presented in detail, followed by the role of technology in second language teaching, television news and listening. Specific listening strategies for TV news are also proposed in this chapter.

Chapter 4 presents the literature review, which documents the major aspects of EFL listening and second language learning difficulties, strategies, and teaching issues and methods.

Chapter 5 describes the details of the study procedures in terms of the research methods used in the study. This includes a discussion of a pilot study, the methodology of the two phases, and the data analysis procedures used in each phase.

Chapter 6 documents the findings of the study in Phase I, which were related to listening difficulties, the strategies, and the main points comprehension listening performance of the participants when they listened to three types of English TV listening material (news, lifestyle programs, and commercials).

Chapter 7 presents a discussion of the findings of the study in the two phases, based on the six research questions (three research questions in Phase I and three research questions in Phase II).

Chapter 8 presents the conclusion, implications and recommendations for further research. The implications of the study are documented in three areas: theoretical, research, and practical implications.

The next chapter (Chapter 2) will present the background review in relation to the EFL learning context. The focus is on the English learning situation in Thailand. The English subjects and the weighting of listening skills in the EFL curriculum at university level in Thailand are also presented.

## **CHAPTER 2 EFL LEARNING CONTEXT**

### **2.1 Overview**

This chapter presents the broad learning context of EFL and ESL (section 2.2), with a focus on the role of EFL in Thailand (2.3). This is linked to the English proficiency of Thai undergraduate EFL students, especially those who study English as a major/minor university course. The English curriculum in relation to the weighting of listening skills for Thai upper-intermediate/advanced university EFL students is also documented.

### **2.2 The broad learning context of EFL and ESL**

The terms EFL and ESL are used in the English language teaching literature, especially in Asia, in order to differentiate the role of teaching and learning English in particular contexts. In the EFL context, for example, English is taught as a curriculum subject and the language is used mainly in the classroom rather than as a spoken language in the community. By contrast, students studying English in an ESL context usually have more opportunity to use English both inside the educational institution and in the community. In other words, English is used as a means of teaching other subjects and/or a medium of official relations and everyday communication outside the classroom (Ellis, 1994; Cohen, 1998; Kam, 2000).

The English teaching and learning situations in the various Southeast Asian countries differ considerably. In Thailand, for example, English is usually taught and learned in an EFL context. This is because English is not the language for general communication; it is taught as a 'foreign language' comparable to German or French. Countries in the region that share a similar EFL learning and teaching situation to Thailand are Cambodia, Indonesia, Lao P.D.R., Myanmar and Vietnam.

By contrast, the English teaching and learning situation in countries such as Brunei Darussalam, Malaysia, the Philippines and Singapore is regarded as ESL (Kam, 2000). This is due to English having been strongly associated with the



economic, political, educational and social activities of people in those countries since the colonial era.

The methods of teaching English in either the EFL or ESL context, however, may not be too dissimilar. A general communicative method, for example, is usually employed or encouraged.

## **2.3 The role of EFL in Thailand**

In Thailand, English has been the most popular foreign language among the language electives available in the curriculum at all levels in the Thai educational system from primary through to tertiary education. The other foreign languages usually offered in the Thai curriculum are French, German, Japanese, Chinese, Korean and Vietnamese. European languages such as French and German have also been popular, particularly as electives at high school level, but they are not as popular as English.

In the Thai basic educational system, students usually experience English as one of the foreign language electives in the curriculum at primary and secondary education levels. By the time they enter tertiary education, they will have experienced English instruction in the classroom for at least eight years (Ministry of Education [Thailand], 1999). The four macro language skills of listening, speaking, reading, and writing are the focus of teaching and learning at every education level.

### **2.3.1 Status of English prior to tertiary education**

English is a high status subject in Thai schools. English is one of the subjects required in the state university entrance examinations, which usually consist of a multiple-choice type paper testing English usage. Prior to tertiary education, EFL learners are therefore trained to meet at least two purposes of classroom English teaching and learning: (1) to be competent in the language skills required in the curriculum; and (2) to succeed in the university entrance examination.

Classroom teachers, however, do not usually give equal time to all the macro-language skills (listening, speaking, reading, and writing) due to such constraints as curriculum requirements and the requirements of the national university entrance examination. Listening skills, in particular, are not often explicitly taught but usually presented by providing listening material and practice in the classroom.

Due to the EFL context, learners in the Thai education system rarely have an opportunity to use 'real' English in natural settings. Learners often experience the functional aspects of English in listening and speaking skills from the tests, which often consist of created situations of descriptive written English, followed by questions and answers for appropriate discourses.

The learners' competence in English within the Thai EFL context tends to be one of the key variables in higher education achievement, particularly in gaining a place in state universities. Prior to tertiary level, most students who study English are under pressure to pass the university entrance examinations. The more competent students of English tend to have a greater advantage in the competitive university entrance examinations than those who are considered to be 'poor' in this subject.

### 2.3.2 English learning at university level

English is one of several foreign languages taught as a university subject to Thai students. However, the English proficiency level of Thai tertiary EFL students may vary. This is because the weight or load of English required for each curriculum varies, depending on the programs and subject areas provided in the individual faculty of an institution. The English courses available in the colleges or universities in Thailand can be categorised into three basic program types:

- Foundation English
- English for specific purposes
- English major and minor degree programs.

Foundation English is the general English program offered to first year tertiary students in almost every faculty. The English for specific purposes and English for English major and minor programs, however, are more specialised and are not available to all students. The availability of a course is related to the faculty curriculum; the Faculty of Arts or Humanities usually offers English for English major and minor programs, for example. In this system, students studying major/minor English programs are studying English at the highest level of competence.

### 2.3.3 Purposes of English at tertiary level in Thailand

The purpose of teaching general English at tertiary level is to provide students with competence in the four basic macro-language skills. This is done by revising and activating the skills learned at the previous levels, and by adding more language experiences that are applicable to academic and general social situations.

For every general English program, Srisa-An (1998) indicated what the purposes of English teaching and learning at tertiary level in Thailand should be:

Specifically for English language teaching, especially at tertiary level, our programs must enable students to use English for academic and professional purposes. The English courses must enable students to make use of all academic materials available in the various media in their own fields of specialization. They must be able to use the language in the further pursuit of their areas of specialization. (Srisa-An, 1998, p. 4)

In addition, the overall objectives of teaching English at tertiary level are to enable the students to communicate effectively in general social situations and in different work contexts. Using technology to gain information and to facilitate learning and self-development are also encouraged in the English programs for tertiary level students (Srisa-An, 1998).

### 2.3.4 English major/minor learners

University students who study English as a major or minor subject (year 3, and year 4) are considered to be students with a high level of competence in English. Based on the amount of English experience gained throughout the Thai educational system, EFL learners who are selected to study in English major and minor programs tend to be graded at a higher level of English competence than those whose proficiency does not meet the requirement for these English programs.

These learners with higher English competence levels are also divided by two types according to their English experience: (1) those who study English as a major or a minor subject in teacher training faculties (e.g., a Faculty of Education), and (2) those studying major/minor programs in non-teaching training faculties (e.g., a Faculty of Arts, Humanities, or Liberal Arts).

The main differences between the English experience in the two English major/minor programs are the English subject content and the credit points of English subjects required in the program. Based on the number of English subjects taken by students, English major and minor students who are in non-teacher training faculties have a greater focus on English than those in teacher training faculties and those who study foundation English programs. The number of English subjects and credits taken by students in non-teacher training faculties (54 credits for a major; and 34 credits for a minor) (Faculty of Arts, [- - -\*] University, 1993) is somewhat higher than those taken by students in the teacher training faculties (48 credits for majors; and 27 credits for minors) and considerably higher than those who take foundation English programs at tertiary level for only one year (approximately 6 credits) (Faculty of Education, [- - -\*] University, 1992). [\*Refer to author for details.]

### 2.3.5 The curriculum for English major and minor programs

In order to demonstrate the credit value of the English subjects that the EFL learners gain, in particular related to listening skills, this section presents an example of an English curriculum from the Faculty of Arts in a Thai university.

The courses leading to a Bachelor of Arts (BA) degree for English major and minor students are arranged into two course levels. The first level covers the first four semesters, from which the students must gain a minimum of 65 credits, 14 credits of which are in English. The second level covers the second four semesters, from which the students must gain a minimum of 73 credits of English from a total 138 for the whole course. The structure of the course is shown in Table 2.1 below:

**Table 2.1 Courses for English major and minor programs**

First level courses	Requirement	Credits	
University General Education Courses	Not less than	33	(6 for English)
Faculty Foundation Courses in four disciplines	At least 8 credits must be obtained from each	32	(8 for English)
Second level courses			
Major courses	Not less than	38	
Minor courses	Not less than	20	
Electives for both major and minor courses		15	
Total	Not less than	138	(87 for English)

(Faculty of Arts, [- -] University, 1993, p. 15)

### 2.3.6 Weighting of English subjects in the course

Students in both English major and minor programs must gain at least 87 credit points of English throughout the course (14 credit points at the first level and 73 credit points at the second level). This equals 63% of the total credit points of the degree program.

#### 2.3.6.1 *Components of English for BA course*

The course consists of required subjects and electives. The subject lists are categorised into two learning components: (1) linguistic and cultural components, and (2) functional or skills components.

#### 2.3.6.2 *English components for English major students*

Thirteen English subjects are listed under the required subjects for the English majors (28 credit points). Out of 28 credit points, a brief analysis shows that 50% of the credit points are related to subjects devoted to linguistic and cultural

components and the other 50% are devoted to functional or skills components (see Appendix A for the list of English course subjects).

This indicates that the curriculum tends to treat the two components of English learning equally. As a result, the students in this curriculum strand are likely to gain a substantial knowledge of English in both components from the classroom teaching of English.

In addition, there are four other subjects offered as limited choice or prescribed electives for majors (8 credit points), all of which are considered to focus on functional aspects of learning. The students are required to choose at least one subject (2 credit points) from this list. Therefore, the overall required subject credits for the English majors is 30 credit points.

Moreover, the English major students are required to choose at least 10 credits out of the 41 subjects with 91 credits available from a 'free' electives list (see Appendix A). With these free electives, the overall credits of students fulfil the requirement of the minimum English subject credits for the majors in the curriculum (40 credit points), all of which are devoted to linguistic, cultural and functional aspects of English learning.

#### 2.3.6.3 *English components for English minor students*

There are six English subjects required for English minor students (12 credit points). Of these, four credits are devoted to linguistic and cultural units, and the other eight credits are related to functional units of learning. The whole curriculum for the English minors requires the students to choose at least eight credits out of a 50-subject list for minors (111 credits) (see Appendix A). Therefore, the minimum overall credits for the English minors are 20 credit points, all of which are devoted to linguistic, cultural, and functional aspects of language learning.

#### 2.3.7 Weighting of the English subjects related to listening skills

In relation to listening, however, it can be observed from the subject list (Appendix A) that there are no subjects related explicitly to listening instruction among the 13 required subjects for the majors. All of the subjects focus on

reading and writing skills, linguistics, literature and translation. However, there are two subjects in which listening skills are explicitly stated and offered as limited choice electives for English majors. These are the electives 'Listening and Speaking', and 'Listening and Speaking for Special Communications', both of which are worth 4 credit points or 11% of the overall (36) credits for the English majors.

In the English minor program, there are the 12-credit required subjects, of which 8 credits are devoted to reading and writing skills, and the other 4 credits are devoted to linguistics and literature. There is no subject related to listening in the required subject list for the English minor program. However, there is one subject, 'Listening Skills Development' (2 credits), which is offered in the electives list for both major and minor programs.

### 2.3.8 Specific listening skills learning and instruction

As indicated, in the curriculum for English major and minor degree programs there are three two-credit subjects related to listening: Listening Skills Development

(2 credits); Listening and Speaking (2 credits); and Listening and Speaking for Special Communications (2 credits). However, these subjects are not included in the required subjects list, but rather in the electives strand. Therefore, the students who choose any subject in this list would experience more explicit listening skills in the classroom system.

The only focus on listening skills instruction appears to be in the subject entitled 'Listening Skills Development'. However, this subject is not a required subject for either the major or minor program. Hence, explicit learning and instruction for listening skills is not strongly emphasised in the standard curriculum.

Less explicit instruction of listening skills in second language learning is consistent with the assertion made by Mendelsohn (1994) that less emphasis in listening instruction usually resulted from the assumption that language learners can gain listening skills automatically by means of listening to other subjects in English.

### 2.3.8.1 *Listening as an 'osmotic' skill*

Listening is often treated as an 'osmotic' language skill. There seems to be a belief that listening skills can be gained automatically or by osmosis through the instruction of other speaking, reading and writing subjects in the language classroom (Mendelsohn, 1994). Therefore, explicit listening instruction is often under-emphasised in the second language learning and teaching areas (Nunan, 1997).

However, classroom language listening is different from listening to language in natural contexts. Listening in a formal classroom setting is often heavily supported by relevant structured subjects and teaching materials such as textbooks and handouts. In addition, classroom English usually has the characteristics of special teacher talk or 'teacherese', which is adjusted to suit language learners' level of competence (Mendelsohn, 1984; Bueno, 1999). Explicit listening instruction using authentic material in natural contexts and specific listening strategies is often considered essential for non-native learners, especially EFL and ESL learners (Mendelsohn, 1994, 1998; Nunan, 1997); learners can be assisted to link classroom English experiences to 'real' English in natural contexts.

### 2.3.8.2 *Materials for listening skills instruction*

EFL teachers often find it difficult to prepare appropriate materials for teaching listening skills to any level of EFL students (see Richards, 1987; Porter & Roberts, 1987). There is no particular textbook assigned for teaching listening skills at tertiary level in Thailand, even for English major and minor students. There are certainly commercial listening packages available, but teachers at this level seem to be reluctant to use a whole set of any ready-made listening material. This reluctance arises for the following reasons: (1) not all of the texts or tasks meet the objectives of the course (see Promsiri, Prapphal, & Vijchulata, 1996; Naranunn, 1997), (2) some students can also buy the packages to study on their own, (3) the contents of the packages are often out of date, and (4) it is difficult to buy a newly-issued package within a limited budget. Sharma (1998) also advocates updating the content of the texts for the second language classroom.



EFL teachers can take advantage of authentic English available in the media in order to develop their own listening packages. This type of listening material is current, changeable, easily accessible, and inexpensive.

### 2.3.9 Medium of instruction and English instructors in the Thai EFL context

It should be acknowledged that English teaching in Thailand has been moving gradually from an EFL situation to one which is closer to ESL, in that more functional aspects of English are now included. For example, special graduate programs have been offered to tertiary level students in different fields of study in several institutions in Thailand, in which English is used as a medium of instruction (e.g., Master of Business Administration Program, Business Communication in English Programs, and Master of Management Program) (Sasin Graduate Institute, 2000). International programs using English as a medium of instruction have been popular in both private and state universities in Thailand (Burian, 2000). In addition, programs using English as a medium of instruction have recently been introduced in some Thai secondary schools under the Department of General Education within the Ministry of Education. Both English native speakers and Thai teachers with high English competence in each particular subject are instructors in those special programs.

English is used as a medium of instruction in Thailand in all the international schools and English program schools. In Thailand, at present there are 46 international schools and 32 English program schools, all of which use English as a medium of instruction (Bunnag, 2001).

Foundation English for tertiary level students is mainly taught by Thai EFL teachers and the medium of instruction is usually both Thai and English. However, some EFL classes studying foundation English are also taught by English native speakers if a budget is provided for the employment of English native speakers and qualified personnel are available.

The tertiary English courses for major and minor students are taught both by Thai teachers with a high level of English competence and also by English native speakers. The medium of instruction for the students in such programs is

English. In order to provide more opportunity for the students to be exposed to English by native speakers, qualified English native speakers are usually employed as contract teachers in individual English departments of each institution.

### 2.3.10 Mode of instruction and class size

This section presents an overview of how English is generally taught and of class sizes at tertiary level, particularly in the English major and minor programs.

#### *2.3.10.1 Class size and instruction for foundation English*

General or foundation English is usually provided for all the students in a college or university, particularly in the first year of the course. The instruction is organised so that a large number of students are taught at one time. Therefore, the class size is usually large. Both English and Thai are usually used as a medium of instruction.

#### *2.3.10.2 English for English language major and minor programs*

Class sizes at this level vary. Basically, about 20–25 students are assigned to one teaching/learning group. However, in some cases, class sizes may be larger or smaller than this. Class size depends on the interests of students in signing up for a subject and also on the time that students have available after their schedule of required subjects has been set.

### 2.3.11 Overview of the Thai education system prior to tertiary level

This section briefly presents a framework of the Thai education system in order to demonstrate the role that English plays and the experience that students gain at each educational level prior to the tertiary level. The current trend of EFL teaching and learning based on Thai government policy is also documented. The information in this section provides a background to the upper-intermediate/advanced EFL learners in this study by indicating their education before entering the tertiary level. The structure of the Thai education system is shown in Table 2.2.

**Table 2.2 The structure of the Thai education system**

Pre-school and kindergarten level	Basic education system (6–3–3)			Tertiary level
	Primary level/years (Compulsory)	Lower secondary level/years	Upper secondary/ vocational level/years (Non-compulsory)	
	6	3	3	
	Revised curriculum			
	6	3	3	
	9*	–	3	

\* Learners who complete nine years of primary level education do not need to study at lower secondary level, but move straight to the upper secondary.

Before basic education starts, pre-school or kindergarten education is provided for Thai children (3–6 years old) (Ministry of Education, 2001). The basic education system, generally known as a 6–3–3 system, is divided on the basis of the number of years required for each educational level. Primary level starts when students are at six or seven years old and they study at this level for 6 years (6–12 years of age). Students spend another 3 years in lower secondary level (13–15 years of age), and another 3 years in upper secondary level (16–18 years of age).

Primary education is compulsory according to the 1980 Primary Education Act. Children usually enrol in this level when aged between 6 and 8 years of age and must spend at least 6 years studying at this level (Ministry of Education, 1999). In the Thai system, only the primary level is compulsory. The recently proposed changes in the Thai education policy however, encourage students to learn for longer periods at school by extending the primary level from 6 to 9 years. Moreover, under the new Constitution enacted in 1997, the 'Education for All' scheme will be implemented for every Thai student by the year 2002. Under this scheme, all Thai students will have 12 years of basic education (excluding pre-school) without tuition fees (Laksana, 2001).

English is learnt as EFL at every level of the 6–3–3 educational system within the revised curriculum.

### 2.3.12 English language teaching and learning in primary and secondary education

English is usually included in the primary and secondary curriculum electives. However, the 1978 Primary Education curriculum (revised in 1990) did not explicitly indicate the status of English at this educational level. In the 1978 Lower Secondary Education curriculum (revised in 1990) and the 1981 Upper Secondary Education Curriculum (revised in 1990), English was included in the electives for these levels (Ministry of Education, 1999). In practice, English is regarded as the most important foreign language taught at every level of the Thai educational system largely because of demand (Wongsothorn, Sukamolsun, Chinthammit, Ratanothayanonth & Noparumpa, 1996).

#### 2.3.12.1 *Status of English in the curriculum*

According to the 1992 Thai National Scheme of Education, English has been selected as the foreign language to be taught in 80–95% of schools (Kam, 2000). In addition, Japanese, Korean, and Vietnamese are also offered as optional subjects for foreign language study but only at some educational levels and in some institutions.

The English curriculum at the primary and secondary school levels has frequently been revised according to the educational policy of each successive government and the National Scheme of Education. The most recent foreign language teaching policy of the Ministry of Education was approved on 19 December 1995. This stated that English was to be considered as the first foreign language to be taught in primary school. Students were also encouraged to select an additional foreign language at primary and lower secondary levels (Ministry of Education, 1995).

Since the 1996 academic year, the primary education curriculum has been adjusted so that English is taught from first grade and with an emphasis on listening, speaking, reading and writing skills (Ministry of Education, 1997). A revision of the curriculum has been conducted to provide Thai students with substantial foreign language competence to catch up with the rapid growth of technology.

### 2.3.12.2 *Purposes for teaching and learning English*

At the primary and secondary levels, the aim of English language teaching is to enable students to develop language skills in the four basic skill areas of listening, speaking, reading and writing English. These are considered essential both for basic communication and for the fulfilment of the requirements of higher education. In teaching, the communicative approach has been widely encouraged in classrooms at every level of English language teaching. Grammar and vocabulary are also taught in the four integrated skills areas.

### 2.3.12.3 *Attitudes and motivation towards English language learning*

There are very positive attitudes towards learning English among Thai students and their parents; therefore, the motivation to learn English is high. Students' motivation to learn English is both instrumental and integrative. Instrumental or extrinsic motivation plays a significant role in English learning at primary and secondary school levels as most students aim to gain English competence in order to achieve a place at the state university through the highly competitive entrance examinations (see Srinarawat, 1996). The rapid growth of media and multimedia technology, as well as other types of international contacts with native speakers of English, has automatically increased the integrative or intrinsic motivation among English language learners on the grounds that English competence is often used as a tool to achieve personal goals.

As English is taught and learned as EFL in Thailand, Thai students are required to pass tests of English language proficiency in order to be accepted by educational institutions in English-speaking countries to pursue higher degrees. The two best-known tests of English are the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS). Thus, a number of students, particularly tertiary level graduates who want to further their studies in English-speaking countries and who aim to win scholarships offered by the Thai government or other international sources, are highly motivated to learn English in order to gain the highest scores on those tests.

## 2.4 Summary

This chapter has presented background information on the EFL/ESL learning contexts, focusing on the Thai tertiary EFL context.

An overview of English language learning situations within the Thai education system has been presented. This has included the status of English prior to tertiary education, English learning at university level, English experiences of English major and minor students, weighting of the English subjects for major and minor programs, focusing on the subjects related to listening skills, listening skills instruction in the curriculum, medium, mode of EFL instruction, and class size. The trend to change the status of English in Thailand from EFL closer to ESL has also been noted. An overview of the Thai education system prior to tertiary level has been presented to show the English teaching and learning situations.

The next chapter (Chapter 3) will present a background review of three types of listening material taken from television. Various aspects of television news programs such as broadcast styles, news writing, and structure of television news are documented, followed by an overview of the characteristics of television lifestyle programs, and commercials respectively. Using television news in EFL listening instruction is also noted.

## CHAPTER 3 TELEVISION TEXTS

### 3.1 Overview

Media material presented in English is a readily available source of a wide variety of authentic material for English as a Foreign Language (EFL) pedagogy. This study was designed to focus on listening skills development in EFL learners, especially one-way listening with television material. It was considered that television is a type of media that presents English in a natural context with supporting visual information. Television was selected as a source for authentic listening material on the grounds that television programs are produced for general audiences, rather than specifically for a specially selected group of people or for teaching purposes.

This chapter begins by defining media, presenting different categories of TV programs, and establishing the rationale for selecting three types of TV programs: news, lifestyle, and commercial. Broadcast journalism, including styles of news writing, is also discussed. TV news characteristics are presented in detail, before an overview of the general features of TV lifestyle and commercial programs are documented. The last section presents roles of media and technology in language teaching, and detail on using TV news in relation to listening strategies.

### 3.2 Media and television

Broadcast media have had a long history, which can be traced from the inception of the spoken word to the most recent technological advances such as e-mail through the World Wide Web. Despite recent increases in communication through the World Wide Web, increasingly, media have overtaken other kinds of communication and all media have influenced language skills learning and acquisition.

*Collins Cobuild English Learner's Dictionary* (1994) defines the term 'media' as radio, television and newspaper. Television is one of the media that influence a large number of its audience's everyday activities. Collins (1990, p. 2) considers this media type to be "overwhelmingly the most pervasive

contemporary mass media". Cunningham (2000, p. 13) discusses the global aspects of television and its wide-ranging context, concluding that "television is both an intensely local and at the same time an inherently and increasingly global cultural technology" and that "television bridges, partakes in or provides a major platform for significant elements across continuum of entertainment, information (journalism, news), and communications" (p. 25). In addition, based on media studies, media appear in different forms such as photography, radio, television, film, advertising, newspapers and magazines. Each form of the media has its own individual style for presenting the message (Taylor & Willis, 1999).

This study has taken one type of media, television, as a useful source of authentic materials for English as a Foreign Language (EFL) listening skills development.

### **3.3 Categories of TV programs**

Programs presented on television belong to a number of categories. The details of program classification systems differ between individual television channels as there are no agreed standard terms for each type of program, and indeed, some categories of programs overlap with others (Dwyer & Walshe, 1984). However, the main categories are usually similar in classification terms. For the overview of general TV programs presented worldwide, the example of TV program categorisation based on a policy framework for Canadian Television is presented in this section (Public Notice, 1999).

According to the Canadian Television classification, the main categories of television programs are: news; documentary; reporting and actualities; religion; education and recreation; sports; drama and comedy; music and dance; variety; game shows; general entertainment and human interest; interstitials; public service announcements; infomercials; promotional and corporate videos; and filling programming (Television program categories, 2001). These seem to be relatively generally acceptable.

Based on the categories mentioned, two common types of programs (news and lifestyle programs) can be categorised in terms of the Canadian categories of



News and Informal Education/Recreation and Leisure. Commercials are an inherent part of many television programs. News and lifestyle programs were among the top ten television programs broadcast in Australia surveyed in the week 9–15 May, 1999 (Bonner, 2000, p. 103). The definitions of the three TV programs are presented below:

### 3.3.1 News

The news category on television refers to every type of news broadcast on television and can be defined as being inclusive of:

newscasts, newsbreaks, and headlines. Programs reporting on local, regional, national, and international events. Such programs may include weather reports, sportscasts, community news, and other related features or segments contained within “News Programs” (Television program categories, 2001, p. 1).

### 3.3.2 Informal Education/Recreation and Leisure

This category of television programs relates to:

programs presenting information on recreation, hobby and skill development, recreational sports and outdoor activities, travel and leisure, employment opportunities, and talk shows of an informative (“how to”) nature (Television program categories, 2001, p. 2).

TV lifestyle programs are included in this category.

### 3.3.3 Commercials

A TV commercial is produced to advertise goods or services and is presented within many main presentations of television programs. Examples would include a wide range of products and services both local to the station presenting and exhibiting national and international company products. Examples could be as different as food, car rental, a public message or an offered service.

### 3.4 Broadcast journalism

Television and radio news are included in broadcast journalism practice. The objectives of broadcast items are to attract as large an audience as possible in a limited period of broadcast time. The audience's needs are considered important in producing items in broadcast journalism. Due to the time constraints, broadcast journalists are trained to collect and select appropriate words in their writing to meet the style of writing for the ear rather than for the eye. Words selected for broadcast items are considered, 'air words'. Writers of broadcast programs try to present the message to the audience in the way that people talk, using correct language in a straightforward manner (Cohler, 1994).

#### 3.4.1 Definitions of broadcast news

Generally, news is defined as a timely report of current events. According to a survey on the audience's perspectives related to sources of news conducted by Hewitt (1995), radio and television are considered very important sources of news. Evard (1994) relates that in the view of students, news refers to new information about an event in the world that is shared by people. Television news has provided the audience with visual access to the real world and this specific quality has a competitive advantage over the other news media (Turner, 2000).

Television news is a type of broadcast news which provides the listeners or viewers with current events, consisting of topical stories presented using both verbal and visual information, which differentiates this qualification (television news) from news on radio (Weaver, 1981). Every news story is limited by time constraints. The language used in television news is pre-written in a journalistic style of writing. News writers, reporters, producers, researchers, tape editors, camera crew, graphic designers and many others share significant roles in news broadcasting procedures (Cohler, 1994).

#### 3.4.2 Difference between broadcast and print journalism

Both broadcast and print journalism are similar in that they provide the public with current events by means of reportage. However, broadcast journalism is

limited by time, not space (Cohler, 1994). Each segment of news on the radio or television is controlled by the time available for presentation. The audience has only one chance to view or listen to the news information, which is different from print journalism where the readers can re-read the news until they get all the information.

A broadcast news item is usually short and concise. Most television news stories are shorter than one minute, and radio news stories are usually shorter than 30 seconds. The average rate of delivery of broadcast news is 150–175 words per minute (Berner, 1992).

### 3.4.3 Strengths of broadcast journalism

Hewitt (1995) relates that broadcast journalism provides the audience with four aspects that are considered more advantageous than those of print journalism. These are immediacy, field recordings, emotion, and personal delivery. He discusses these as follows:

**Immediacy:** The audience has the opportunity to view or listen to more frequent updated current events in the broadcast media than those from print journalism. News writers are trained to write different leads for the incoming events to show immediacy to the audience. In order to support the news with the latest information and pictures, television news studios use technology to link the news studio with different locations worldwide.

**Field recordings:** News on radio or television provides opportunities for the audience to be exposed to the scene of the current events through actualities, soundbites, and visuals. The audience of television news has a chance to gain direct information of the events from interviews of people at the event scenes.

**Emotion:** Emotion of the current events can be experienced by the radio or television audience through actions, pictures, and sounds.

Personal delivery: Broadcast news is delivered to the audience by news reporters or anchors reading well-written news scripts in a conversational style with comfortable voices and good pronunciation (Hewitt, 1995, p. 4).

#### 3.4.4 Broadcast news writing styles

Theoretically, there is no particular formula for writing news, but news writers develop their instincts composing facts into meaningful patterns. News writing styles were originally created for US newspapers, however, they can be applicable for almost all writing for the media (Mitchell & West, 1996). Generally, a news writer tries to make the story more interesting with emotion, conflict, suspense and the human qualities that can attract listeners, hold their attention and make them feel as if they are taking part in the events (Berner, 1992).

A writing style for broadcast news is different from that for print media. Broadcast news has a specific writing style, which is in the form of conversational writing or writing for the ear. This style of writing can facilitate better understanding for listeners (Hewitt, 1995; Carroll, 1997).

### 3.5 Television news

Television news is considered timely summaries of current events reported to the public. The language used in the news is usually simple to understand as news is produced for audiences of all backgrounds and levels of education.

Television news not only gives information, but the audience can also see the scene of the events, people involved, location of the events in the form of maps, and hear different styles of pronunciation which are challenging for listening comprehension among non-native speakers of English. There are three key principles in producing TV news: “be entertaining; be visual; and be brief” (Dwyer & Walshe, 1984, p. 48).

Pictures play a role as the main components to make television news different and more interesting than other sources of news. There are usually two types of

pictures in television news. One is the pictures recorded from the current events and the other is stored or standard news pictures on video-tapes in the history files in a news editing room. Whenever the news producers cannot take pictures of the current events, they use standard news pictures, which are partly related to the places of the events in the news story; for example, pictures of the parliament house, a university, landmarks of well-known places, and leaders of countries.

Standard news pictures are often used to support the information read by the news anchor to fulfil the elements of television news in terms of making information texts more colourful. In such cases television news audiences have to listen to words as they cannot depend on the pictures for the substance of the news item.

### 3.5.1 Linguistic aspects for 'air words'

Before appearing on the television screen, any news item is carefully constructed by taking at least four linguistic aspects into consideration: words, sentences, tenses, and voice.

#### 3.5.1.1 *Words used in television news*

Words that are a significant part of the news item are verbs, adjectives and nouns. The words selected for each news item are basically short, simple, and not complicated. News writers tend to use shorter words in writing television news (Mitchell & West, 1996; Carroll, 1997); for example, using the word 'fat' instead of 'rotund' to describe a person, or 'blond' rather than 'flaxen-haired'. Using simple verbs is suggested in news writing, for instance, 'put out' a fire instead of 'extinguish' a fire; 'give up' the right rather than 'relinquish' the right, and 'destroy' rather than 'eradicate'. Similarly, using the words 'house' or 'apartment' rather than 'residence', and '150-year anniversary' instead of 'sesquicentennial' celebration. Therefore, television news writers are trained or recommended to think small in terms of word selection (Carroll, 1997, p. 34). Broadcast writing uses simple words as common words are instantly recognisable and short sentences are easily understood through hearing.

### 3.5.1.2 *Sentences in television news*

In terms of the structures of sentences, each sentence in a news segment is composed of one thought or one idea and one news paragraph usually consists of one sentence.

This component of news writing not only helps the viewer or listener to capture the information of the news quickly, but also assists the newsreader or anchor to cope with reading aloud accurately. The simplicity of sentences can also be considered an advantage for non-native listeners.

In writing news for print journalism, the emphasis in a sentence is on the beginning of each sentence. However, in broadcast writing, the end of the sentence is emphasised because listeners tend to remember the last part of the sentence they hear (Berner, 1992).

In order to illustrate styles of news writing from two different sources, examples of the first sentence of news in a newspaper is compared here with the writing style for television news.

The first sentence of a newspaper story:

The AIDS scare sweeping Germany worsened Friday with the announcement that at least 50 babies received AIDS-tainted plasma during treatment in Bavarian clinics, despite evidence that only a small number of the country's 60,000 people infected by the AIDS virus got it from tainted blood (Carroll, 1997, p. 35).

This newspaper paragraph consists of too much information for television news so these thoughts are separately written in four sentences and each sentence represents a paragraph in this first part of a news segment.

The AIDS scare sweeping Germany worsened Friday. Official says at least 50 babies at a Bavarian clinic received AIDS-tainted blood. Sixty thousand Germans are reportedly infected with the virus. Evidence shows only a small number of them got it from tainted blood (Carroll, 1997, p. 37).

Television news writers are trained to think of the three main components of sentence structure, which are subject, verb, and object. This is the basic sentence used in general conversation in everyday communication.

Subject (noun or pronoun) + Verb (action word) + Object (receiver of the action)
--

Whenever the subject and verb are closer to each other, it is easier for viewers to understand the information of television news. For example,

The masked thief ran quickly down a nearby alley (Carroll, 1997, p. 35).

The following sentence illustrates the conversational style of television news. The verb is immediately connected to the subject and it is more concise than the sentence above.

The thief ran down an alley (Carroll, 1997, p. 35).

As stated previously, listeners to the news have only one brief chance to comprehend the news segments. Therefore, conversational writing or writing to be spoken aloud is a requirement for broadcast news writers. A news story is written in a storytelling manner.

The styles of writing for print journalism and for broadcast journalism are different as seen in the examples below.

An example of the writing style for print journalism; in this instance, a newspaper:

THE WOODS, OCT. 31—An eight-year-old girl narrowly missed serious injury Friday when she was rescued in a remote cabin by a woodsman who snatched her from the claws of a transvestite wolf which had just devoured her grandmother, according to accounts by forest rangers (Cohler, 1994, pp. 2–3).

This type of writing is called 'journalese'. However, when the same news story appears in broadcast news, it will be rewritten as a story for reading aloud. Therefore, one way to begin the same news story to meet the criteria of 'simplicity' is:

A remarkable rescue in the Woods today...(Cohler, 1994, p. 3).

Every direct quote in a sentence appearing in print style is changed to a paraphrased sentence in broadcast news style. For example,

Print style: "President Smith is a horse's ass," Senator Jones said.

Broadcast style: Senator Jones called President Smith "a horse's ass." (Cohler, 1994, p. 4).

#### 3.5.1.3 *Tenses used in television news*

Regarding tenses used in television news, the present simple tense is used to introduce a story. It shows immediacy as the television audience has access to the news at any time of the day or night. The word 'say' is very popular among television news writers. The past simple tense is also used for the events that occurred in the past. News writers are trained to be careful about using verb tenses in writing to ensure accuracy of understanding by the audience of the news information. The following sentence shows how the present simple tense and past simple tense can be employed in television news writing.

Officials *say* at least 50 babies at a Bavarian clinic *received* AIDS-tainted blood (Carroll, 1997, p. 37).

The source of the information is placed before the information itself in television news writing; for example,

The city's fire marshal *says* the fire started when a main gas line to the building burst (Carroll, 1997, p. 45).



#### 3.5.1.4 *Voice in television news sentences*

Another aspect of television news writing style includes the voices used in each sentence. The voice is shown in the verb of each sentence in a news item. The verb can be either an active or passive verb. The active voice of a verb is mainly used in television news sentences, which means the focus of each sentence is on the doer of the action. For example, “He buys a car” is in the active voice. On the other hand, “A car is bought (by him)” is in the passive voice.

Active voice writing often gives a clearer understanding for the television news audience. However, considering the audience’s perception of the information, a news writer often reads aloud the sentence and makes a decision about whether using the passive or active voice works best in terms of capturing the idea of the sentence.

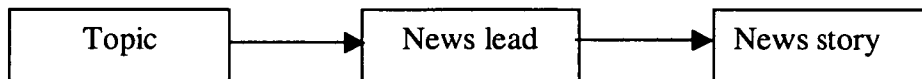
#### 3.5.1.5 *Time as a signal of immediacy in television news*

The immediacy of delivery is one of the advantages of broadcast journalism over print journalism. Current events are often delivered immediately via radio and television. In television news items, a set of words is often used to show the immediacy of the events; for example, today, tonight, this morning, this afternoon, this evening, yesterday, tomorrow, last night, the day before yesterday, the day after tomorrow, last week, next week, in a few days, a few days ago, next Sunday (Thursday, etc.), by next week, this (last, next) month, “This just in...”, moments ago, at this hour, within the hour, a short time ago (Cohler, 1994, p. 57).

#### 3.5.2 Television news structure

The key structure of news that either appears as print journalism or a broadcast generally consists of the headline, the ‘lead’, and the body of the news story. The term ‘headline of a news story’ usually refers to writing news for print media. The headline is often short, consisting of a few key words related to the events, which can draw the attention of the readers. However, for broadcast news, the information in the headline of the news is usually presented together with the news topic in the breaking news time. Another term is ‘the lead’, which captures the essence of the whole news story, and which answers the question,

‘What is the story about?’ A good lead of a news item is written and delivered to attract listeners or readers to continue listening or reading for further details. The components that underpin a good lead of a broadcast news item will be detailed in another section of this chapter. The last section of the news is the body, which documents the details of the events.



In print journalism, an inverted pyramid is considered the most popular structure for news stories. Based on this style, the information of the news is arranged depending on its order of importance, with the most important message presented at the beginning of the story, and less important information following. The most important message appears in the lead of the news, followed by the detailed information to support the gist in the lead (Hall, 2000).

However, the general purpose of news from any source is to inform the public about the current events; therefore, an inverted pyramid style can be considered the basis for the structure of television news writing. However, it must be acknowledged that news in the print media consists of the headline, the lead and the body and is limited by space, whilst television news is limited by time and the content of news is presented with the topic, the lead, and the body.

With guidelines for creating well-written television news stories, news writers always present stories that appeal to and affect the audience. The focus of the news story is on the point that the writer wants the audience to understand about the events. Before the news appears on television, the news writer puts great effort into identifying the audience interest groups by asking what aspects of the story might relate to the audience, then focuses the story for the audience (Carroll, 1997).

Hewitt (1995) stressed that a good lead in a news segment must be clever, tight, attractive and informative as it plays important roles in drawing the audience's attention to the news story topic and starting the flow of the content of the story.

The main elements of the lead are composed of the answers to the questions “What?”, “Why?”, “When?”, “Where?”, and “How?” (Berner, 1992). “Who?” and “What?” are necessary to the news lead elements. The lead in any news formula structure contains such story elements as identification (who or what the story is about), location (where the story took place), a time angle (when the story happened), and if possible a conflict angle (how whatever happened was opposed) (Mitchell & West, 1996). Broadcast leads are considered best when they are short and composed of sufficient information to tell the substance of the story. Good leads often give the audience the answers to the questions, “Where?” and “What?”. For the audience, it is easier to pick up the answer for “Where?” from the news story heard, but the answer to the question “What?” is more complicated (Hewitt, 1995, p. 71).

#### 3.5.2.1 *Characteristics of a television news lead*

From the description of news stories, the characteristics of a news lead are, it:

- can answer at least two questions, “What?” and “Where?”, within one sentence;
- does not have to be a full sentence;
- can appear in the form of a question to draw the attention of the audience;
- can start with background information of the story;
- can tell the audience about the development of the story;
- consists of information that is familiar to the audience;
- usually presents the latest information of the event.

Examples of broadcast news leads:

A bullet-proof vest saved a policeman’s life in the Kenmore District tonight, stopping a handgun bullet fired by a teenage assailant.

The lead above can be used in both print and broadcast except for the word, “tonight”; however, the following leads are for broadcast news:

There's a lucky cop in the Kenmore District tonight ....

A Kenmore District patrolman is alive and well tonight, thanks to his bullet-proof vest (Cohler, 1994, p. 28).

### 3.5.2.2 *A news story*

A news story often answers the four basic questions of any current event:

- Who?
- What?
- When?
- Where?

A news writer starts writing a news segment with a lead to hold the audience's attention, followed by the 'goods' or the news story. The news writer always has the four basic questions in his/her mind while writing the news, both in writing the lead and the news story. Sometimes "Why?" is also added to the set of questions journalists traditionally strive to answer in writing news stories (Carroll, 1997). Every sentence in a news story has one main idea and other sentences consist of subsidiary information for clearer ideas (Berner, 1992). The audience gains more details from the middle part of the news story as the news writer tries to answer as many questions as possible to make the story important, and interesting, and at the same time the audience can remember the events of the news.

Normally, there is no conclusion or summary of a television news story. The story ends when the news writer thinks that sufficient important information has been presented to the audience. As television news is ruled by time, not space, it is not necessary for news writers to lead the audience to a conclusion.

### 3.5.2.3 *Sequential model of a television news item*

From the observation of a number of television news segments randomly selected from both local Australian news and international news, the sequence of a news item is displayed below (see Appendix O):

- An anchor or a news reader
- Most often, the news anchor reads the introduction on camera, then a reporter tells the story followed by the name of the news reporter.
- A box identifies the title of the news segment at one corner of the screen and the anchor appears off-centre.
- Events are recorded onto videotape with natural sounds. The audience can hear the sounds associated with the events. This can occur several times during a segment of news.
- Full natural voice with the pictures, the newsreader is silent.
- Pictures without sounds appear when the sounds on the videotape are more distracting than the absence of sounds.
- Voice over or voice of the newsreader is louder than the voice of the videotape.
- The newscast director superimposes the place, time, or name of persons at the bottom of the television screen, which appear as text.
- Persons interviewed, which is called a 'sound bite'.
- Before ending a package of each news segment, the reporter identifies himself/herself, the station and location.

## 3.6 Television lifestyle programs

Lifestyle programs on television cater for a wide range of interests; for example, they may provide information on recreation, hobbies, and skill development in different areas. The purposes of the programs are to provide the audience with

educational information as well as recreational activities in relation to general human interests. Each program usually presents 'how to' information, demonstrating simple methods for dealing with various indoor and outdoor activities, with pleasant outcomes.

### 3.6.1 Definition of TV lifestyle programs

Each TV lifestyle program is usually designed with advice to bring the program viewers up to date with alternative methods for quality of life improvements. Bonner defined TV lifestyle as follows: "Lifestyle television addresses an individualised viewer with advice about consumption practices ostensibly designed to improve the quality of life" (2000, p. 106).

### 3.6.2 Characteristics of lifestyle TV programs

Lifestyle TV programs are usually based on magazines; therefore, the structure of the program basically consists of short topical segments with presenters.

Programs often present a variety of topics in order to serve the individual interests of the audience. The language is basically simple to meet the needs of an audience of every educational background. The organisation of the content is usually full of step-by-step information, persuading the audience to follow the whole story. In addition, the pictures selected for each topic are good quality pictures that can attract the audience to continue watching the program.

The key characteristics of a lifestyle program can be summarised as follows.

- The pictures are related to the words presented.
- The speed of report is normal as it aims to convince the audience to continue listening and watching the program with enthusiasm.
- The order of the information presented is usually recorded from real situations or events.
- The language used is conversational in style, which makes the audience feel as if they are participating in the activities in the program.

- The programs present educational information in an informal way.
- The tips in the programs often lead the audience to 'better' lifestyles.

A part of a TV lifestyle transcript is presented below to demonstrate the key components of the program: content; language use; and organisation of the story.

Topic: **"Cloudehill" Victoria**

Host of the program: Graham Ross

Introduction: Graham Ross: "Now each week I pop up with a few new tips to help you make your garden something really special and this week is no different except that instead of looking at a garden that needs a whole lot of work done on it, I want you to sit back, relax and I'll take you on a journey to one of the most fantastic newly-established gardens in Australia".

(Pictures are presented) Graham Ross: "Cloudehill is in the Dandenong Ranges in Victoria. It was started 5 years ago by Jeremy and Valere Francis and it's open to the public."

Graham: "Obviously these mature magnolias, the maple and this copper-beech, they must have been pretty established when you got here; do you consider those in the design?"

Jeremy Francis, Cloudehill, Victoria: "Yes, certainly Graham, I wouldn't plant these plants in the middle of a gum forest; as with every garden it's important to have design to blend into the backdrop." (Better Homes and Gardens, 1997)

### **3.7 Television commercials**

A commercial is a program produced to promote and sell products as well as services to a particular group of people, using television as a medium of

communication with consumers. Commercials usually are designed around four components: product; objectives; target audience; and messages.

### 3.7.1 Definitions of commercials

An advertisement or commercial basically shares the same definition. However, when this term is used with a specific type of a message carrier such as television, the term, 'commercial' is often employed.

The term 'advertising' has three aspects:

- Advertising is a paid message as contrasted, for example, to publicity, which is free.
- Advertising appears in the mass media. (Mass media are public advertising carriers such as television, radio, magazines, and newspapers.)
- By contrast, personal selling by a salesperson is a paid message that does not appear in a public medium.
- Advertising uses information to persuade consumers to take a desired action toward a particular product (a good, service, belief, or action)
- (Nylen, 1993, p. 7).

From the different aspects mentioned above, the term 'commercial' or 'advertising' could be defined as "a paid message that appears in the mass media and uses information to persuade consumers to understand, consider, and utilize a product or service" (Nylen, 1993, p. 10).

### 3.7.2 Purposes of commercials

In terms of business, advertising is mainly used to inform consumers about the potentialities or qualities of a product so that it will be understood, considered, and eventually utilised for its intended purpose. However, different responses from the audience are sought in the production of political advertisements and public-service advertisements (Nylen, 1993).



With accompanying pictures, a script using “I”, “you”, and “we” can keep the language direct and personal. The script language is usually active and personal, and is often kept simple. Jargon or specialised language concerned with a particular subject, culture or profession is often avoided (Taylor, 1988).

### 3.7.3 Features of TV commercials

As previously stated, the main purpose of advertising is persuasion. Therefore, any piece of advertising usually aims to persuade a TV audience in five ways: to create awareness; to promote understanding; to shape attitudes; to enhance recall; and to motivate action (Heighton & Cunningham, 1976).

Commercials can be designed in different ways. However, three elements are included in each commercial format: the advertising objective; the emotional appeal; and the presentation or production excellence (Heighton & Cunningham, 1976).

### 3.7.4 Structure of TV commercials

In terms of content, television commercials usually focus on a creative central idea and the interest of the content. However, creating the structure of a broadcast advertisement differs greatly from that of a print advertisement as it takes the designer a longer time to compose the commercial. Continuity and flow of every element in each piece of an advertisement is considered significant. Every portion of a broadcast advertisement is analysed by time sequence, dividing the commercial into three parts: the beginning or opening, the middle, and the closing part (Nylen, 1993).

*The opening:* This part of the commercial usually serves the purpose of introducing the central idea of the product to be advertised. The expressions employed often aim to attract or arouse the audience to be interested and curious for the next parts of the message.

*The middle:* This part of the advertisement usually takes half or more of all the time available for the commercial. This part tells the audience the story. The situations in a form of drama are usually created to lead the audience to the central idea. This part aims to hold the audiences’ interest and attention. A TV

commercial often presents only one benefit of the product with a single central idea.

*The closing:* This part of a commercial is usually presented in the final seconds of the whole message. It often repeats the key elements stated in the middle part of the advertisement. The appeal of the product, the product name and package are usually the focus in this stage of the presentation. The information in this part usually encourages consumers of the product or service to take action. For example, the phrase such as “Buy some today!”, followed by the name, brand, and the place to get the product, is often stated in the close of a commercial (Nylen, 1993).

Following is an example of a TV commercial transcript:

#### **Club 24**

If you are under 24, and perhaps you can't afford public car insurance, then here it is.

The RACT has just come up with a new product called Club 24. Could really save you a lot of money on car insurance. But first you have to show us whether you can drive.

When you sign up with Club 24, you'd learn to drive better and the better you drive, the lower the premium.

Reckon you can do it?

RACT Club 24. The better you drive, the lower the premium.

We're here to help. Club 24. [Ph.132 722] (RACT, 1997).

### **3.8 Roles of media and technology in language learning**

Media and technology are considered vital ingredients in the process of successful learning and teaching of a second language, especially learning a language in the context where the target language is not used for everyday communication. This is evident in several studies related to using videos and other types of authentic materials (Morrison, 1989; Herron & Seay, 1991; Herron, Morris, Secules & Curtis, 1999; Ockey & Ogden, 1999). In second

language listening pedagogy, technology has provided a wide range of real-world listening which includes authentic listening texts from media and multimedia (i.e., satellite broadcast, short-wave radio, television programs, video-tapes, and films) (Joiner, 1997).

In the literature of second language learning and acquisition, it is suggested that media presented in the target language is both an available and an easily accessible source of authentic language for non-native speakers' language skill development. Authentic texts taken from media of any type are often included in English textbooks for language skills instruction in every level of a second or foreign language syllabus. This indicates that media have become a useful and easily accessible source for a variety of texts in authentic language, particularly 'real' English. Texts taken from the media as EFL teaching materials are considered authentic because they are produced for general English users, or not specifically for teaching purposes, the definition of which was asserted by Nunan (1989).

Texts from the media are beneficial for EFL learners as they can give them the opportunity to be more exposed to current English in the real world. Being able to use language skills gained from the classroom settings for communication in the natural context outside the classroom is the optimal objective of learning a second language for learners. Nunan (1991) conducted a study with a group of English learners with high levels of competency to find out what helped them to be competent in using English outside the classroom. In the participants' report, using media in English was among other strategies selected to improve their English competency. For example, participants in Nunan's (1991, pp. 173–174) study expressed their views on how they improved their English by using media:

"In general, reading newspapers, magazines and books in English. Also, listening to the radio and television".

"To top it all, the exposure to media—both printed and visual, contributed a lot to my learning of the second language".

Various types of media presented in English are easily accessible worldwide. Highly motivated EFL learners often take advantage of the availability of this

type of authentic English sources for activating their communicative language use (Nunan, 1991). The use of broadcast media is supported by Vincent and Basil (1997) as language learners can gain current event knowledge from any type of broadcast media.

### **3.9 Television news as listening material**

Television news is considered a type of listening material that provides language learners with linguistic and world knowledge. From a teaching and learning point of view, television news could be beneficial for English language learners, as news is a topical, interesting, well-documented authentic material with a conventional vocabulary, which deals with current events happening around the world. Using television news in the EFL classroom can open up another dimension of learning English together with experiencing global and local current affairs. Learning English by using television news as material could encourage advanced or upper intermediate learners to challenge themselves in bringing their accumulated language skills into practice.

In TESOL, news segments on topics can lead to considerable tasks in English skills development, which covers listening, speaking, reading and writing. Current events in television news show several aspects of language when English is used for and by native speakers in real situations. Learners who are trained in strategies for listening to authentic news in English would have a high potential to develop their own effective listening strategies in coping with listening comprehension in every topic area of English used in the real world.

#### **3.9.1 Television news and listening**

Generally, listening comprehension is an activity in which listeners form a meaning out of the sounds spoken in the text by using a number of mental processes; however, in listening to television materials, visuals also influence the comprehension process. As a result, a variety of factors play a part in the listener's processing of materials taken from television, such as pictures of current events, the spoken language of news readers and the language of people involved in the segment, as well as pictures from history files, gestures, foreground pictures and sound.

A study of television literacy focusing on television news comprehension was conducted with Italian lower and upper secondary school students (Siniscalco, 1996).

The results indicated that explicit treatment of different aspects of TV news texts could improve the students' listening comprehension. However, the experiment in the study aimed to enhance TV news comprehension in the first language learning context.

### 3.9.2 Difficulty in listening to television news items

It is considered difficult for viewers or listeners to perceive and recall all the information presented in television news as every news piece broadcast is limited by time. Television news stories are usually short, and time for providing the listeners with explanation and the context of the story is limited (Hewitt, 1995; Carroll, 1997). According to Graber's (1990) study of television news on most channels in America, some news stories took less than one minute and the majority of them took less than three minutes.

Other views on the difficulties in listening to television news were from the study conducted with Italian lower and upper secondary school levels (Siniscalco, 1996). The learners found the following aspects of television news difficult to comprehend on listening:

- Identifying the current event at the centre of the news story.
- Overcoming the mismatches between the audio and visual channels.
- Grasping the chronological order of events when different from the order of presentation.
- Grasping and retaining with precision the essential information given in a news story (Siniscalco, 1996, pp. 212–213).

### 3.9.3 Methods for television news comprehension

There are several methods listeners may employ for their comprehension of television news. One of the methods for enhancing television news

comprehension derived from the study conducted by Siniscalco (1996). The following tasks were employed in the news segment analysis:

Research of the news event at the centre of each news story.

- Identification of the 5 “W’s” (What, When, Where, Who, Why) of news stories.
- Exploration of the structure of news stories.
- Analysis of images and of their relation with the verbal text.
- Noticing the conciseness of news texts.
- Understanding the news. (Siniscalco, 1996, pp. 213–214)

Listening to the news is a real-life listening activity and using news in listening can encourage students to listen to the news in their everyday life. This is another way to help second/foreign language learners to improve their listening skills (Nunan & Miller, 1995). News provides listeners with current informative topics. Whenever listeners are able to gain the main points of the news, the role of comprehensible input as discussed by Krashen (1981) is activated.

#### 3.9.4 Visual information and comprehension of TV news

According to the recall and memory processes of the audience, visual themes were far more memorable than verbal themes (Graber, 1990). However, when television news coders were asked, during their coding of videotapes, about the contribution of visual information to verbal themes of the news, the results showed that in more than half of the stories, visual information did not help the verbal story information (Graber, 1990). The relationship between pictures and content text was discussed as a scientific problem in news production. The themes of the pictures of some news item often did not match the news text. In this case, the texts and pictures did not share the same journalistic functions (Brosius, Donsbach, & Birk, 1996).

A study of both visual and verbal information from German television news items revealed that the German audience found pictures in the news could

enhance the learning of the information only when those pictures matched the subject matter of the news item. This indicated that correspondence of verbal information and pictures can create better communication in television news. On the other hand, when the performance of the listeners was investigated, standard news pictures used for the illustration of authenticity of television news, but not related to the information in the news text, did not support retention of the information (Brosius et al., 1996).

In addition, research on interpreting visual versus audio messages in television news indicated that the main meaning in news stories derived from verbal information. Visual information sometimes lacks internal coherence; however, it is there to illustrate the verbal information of the news story (Crigler, Just & Neuman, 1994).

However, results of research on audio and visual information on television showed that the emotional involvement and attention of the audience were based on both audio and visual stimuli (Crigler et al., 1994).

### 3.9.5 Television news and language teaching

During the 1990s, there were a number of studies (McAlpin, 1992; Poon, 1992; Tibbs, 1994; Nunan & Miller, 1995; Mackenzie, 1997) related to using television news in education, including teaching English as a Foreign/Second language (EFL/ESL) and Teaching English to Speakers of Other Languages (TESOL).

Various publishers of EFL/ESL teaching and learning materials have introduced a variety of commercial authentic English packages for English learning skills development, particularly in teaching and learning English in a non-native context. McGraw-Hill Book Co., one of the well-known international publishers of materials in second language learning, has published a number of packages of material for English skills development. The use of television as a source of teaching and learning material is encouraged in their program "Connect with English" (*Connect with English*, n. d.).

A variety of settings and locations of real English use appearing in the video can lead the learner to a better understanding of Western culture, and appropriate ways of using phrases, expressions and discourse of English in the real world. Focused viewing activities together with listening to television materials can enhance the learners' capacity to employ pictures of people, behaviour and places where the events took place in the development of comprehension (*Connect with English*, n. d.).

Research on viewer reactions to television news programs has been conducted in the United States. Informants gave the highest interest ratings to news stories, followed by sports, weather, and commercials. (Behnke & Miller, 1992).

A study conducted by van der Molen and van der Voort (1998) reported that primary school children in Leiden (Netherlands), remembered and recalled better information from listening to television news than from reading printed news. This study confirmed that pictorial information in television news could lead to superior recall of information among primary school children in the study. The researchers also argued that children were more attracted to television news stories than printed ones. The reasoning that supports this argument is that most children spend a lot of time watching television in their daily lives and are familiar with information presented through television (van der Molen & van der Voort, 1998). This study demonstrated that using television news in teaching contexts can encourage children to pay more attention to current events. Another study conducted on newscast format effects on comprehension of television items among German university students found that the format of a newscast as well as appropriate visuals on the television screen contributed to a better understanding of the messages (Brosius, 1991).

### 3.9.6 TV news sources

There are different sources of English television news. For this study's purpose, TV news has been categorised into two types based on the sources of news. One is TV news broadcast by a local television station in a state or country (e.g., local Australian TV news) and the other is TV news broadcast by an international TV station (e.g., CNN news). These two types of news consist of



different events presented with a variety of content, language, and culture. For example, CNN news tends to present current events around the world, while local news content is about local current events. However, EFL/ESL learners will have the opportunity to experience a variety of language aspects if TV news from both sources is used in teaching.

In any EFL/ESL context, a source of TV news that is considered popular is CNN news. The benefit of TV news is that it is available worldwide; therefore, it is convenient for teachers to utilise current events on TV as teaching material.

CNN news has been recognised as a quality source of information and this source of news has been of interest to governments and leaders of countries worldwide. News on CNN has provided viewers with a variety of current events knowledge (Vincent & Basil, 1997). A wide range of topics on CNN has been available for selection and use as teaching materials. The advantage of using CNN news in EFL/ESL teaching is that the news transcripts of most reports on CNN can be retrieved, whenever needed, from the internet location: <http://www.CNN.com/TRANSCRIPTS/index.html> (Mackenzie, 1997). This transcript can also be used as teaching materials for other skills (e.g., speaking, reading, and writing).

CNN news and other reports on television are an easily accessible source of materials for EFL teaching and learning. As television news is topical and constantly changing in terms of current events, it is more useful for the learners to be taught how to deal with topical information in the news. Teaching the learners to use such strategies as schemata activation, prediction, confirmation, and note-taking, together with top-down and bottom-up processing can facilitate learners gaining more confidence and independence in understanding television news of a variety of changing topics (Mackenzie, 1997). A number of reports and segments of news on CNN last less than two minutes and this can enhance the learners' capacity in terms of forming the meaning of each news segment (Mackenzie, 1997).

Mackenzie (1997) asserted that from the point of view of EFL learners, television news or reports are generally presented using fast speech, complex

content and difficult vocabulary. However, careful selection with some particular techniques in using this authentic material can make it useful and accessible to learners at even the lowest levels. CNN cable news provides audiences with international current events, therefore, it has been a popular source of information on national and international events among college students in the USA (Henke, 1985).

A study using local TV news was conducted with Hong Kong ESL Polytechnic students (Poon, 1992). The investigation was classroom-based and compared use of local television news as teaching materials with conventional materials in an ESL teaching and learning context. The findings showed that television news, as authentic material, effectively increased ESL learners' listening proficiency. This study strongly encouraged the use of television news in teaching or training ESL learners, as news is current, interesting and closely related to the learners' everyday experiences (Poon, 1992).

### **3.10 Specific strategies for television news listening**

TV news has a different structure from other types of listening texts (Cohler, 1994; Carroll, 1997), therefore, specific strategies might be needed for listening to the main points of this text type. Based on the reviews of television news structure and the characteristics of news, this section will propose some listening strategies for EFL learners to improve their language skills competence in listening to television news. They are:

- Be confident, be relaxed, block out distracting thoughts and focus on the news message;
- As pictures of events are presented together with news information, listeners to television news might pay more attention to the pictures, then miss the main point of the news. In this case, it is advisable that the learners focus their listening on words for the content of the news by using their accumulated linguistic knowledge and use the pictures as a supplementary component for accurate information. Visual information that is relevant to the news story can enhance rapid understanding of the

verbal information (Graber, 1990). In addition, listeners can get more accurate information for their listening comprehension by focusing on words due to the fact that in some segments of news, the themes of the pictures are not related to verbal information (Brosius, Donsbach, & Birk, 1996);

- News is topical, so it is necessary to identify the structure of news, which consists of the lead and the details presented by the news anchor together with videotaped pictures either from the history files or from the real events relevant to the news;
- As the lead is the opening part of television news that relates the main point of the news story to capture the audience's attention, focus listening on this part to answer the questions “What?”, “Who?” or “Where?” about the event in the news story;
- Use the details in the news story following the lead to support some ideas derived from the lead. Intelligent guessing is encouraged to form a hypothesis in understanding the news content, especially when the listeners miss some information because of the speed and time constraints of television news;
- Use the super[imposition], or locator, which generally appears on the television screen, to assist understanding about where and when the events in the news story took place;
- Use other general listening strategies, such as key words, inferencing, and elaboration as top-down and bottom-up processing, in listening comprehension;
- Use background knowledge or knowledge from other sources to achieve listening comprehension.

### **3.11 Summary**

This chapter has presented characteristics of TV texts, focusing on three types of texts: news, lifestyle programs, and commercials. Details of TV news structure

has been documented, followed by roles of media and technology in language learning. Aspects of TV news in relation to second language listening have been reviewed. These include:

- Difficulty in listening to TV news
- Methods for TV news comprehension
- Visual information in TV news
- TV news and language teaching
- TV news sources.

Specific strategies for TV news listening have been proposed based on TV news structure and other aspects of TV news in listening for ESL/EFL learners.

The next chapter (Chapter 4) will present the literature review in relation to listening skills, listening strategies, listening difficulty for second/foreign language learners, language learning strategies, and teaching listening issues.

## CHAPTER 4 LITERATURE REVIEW

### 4.1 Overview

This chapter presents the literature review related to the previous research and identifies various factors that appear to play significant roles in listening comprehension for EFL learners, particularly in one-way listening to authentic spoken English. The authentic listening materials in this study were taken from television programs; therefore, a 'non-interactive' listening type is the focus of this review.

The key components, such as the Thai EFL learning contexts and TV listening material, which are the background to this whole study, were presented in Chapters 2 and 3. In this chapter, the six main issues which underpin this investigation are reviewed and will be examined: language learning skills (section 4.2), listening skills in language learning (4.3), research related to listening strategies (4.4), listening difficulties for the second language student (4.5), second and foreign language learning strategies (4.6), and teaching issues and methods (4.7).

### 4.2 Language learning skills

Competence in the four macro-skills of language use is a goal of language acquisition and learning. These four skills—listening, speaking, reading and writing—have been researched in both the native and second language learning contexts. Theoretically, each skill assists the others in the achievement of language use in communication. However, in practice, some skills have been more strongly emphasised in teaching and research than the others, particularly in the context where the language is taught and learnt as a foreign/second language.

Listening, for example, has been less emphasised in teaching and research than speaking, reading and writing. Thus, in second language learning, this skill is metaphorically called a 'Cinderella skill', as it is often overlooked by its 'elder sister', speaking (Nunan, 1999, p. 199). The popularity of the communicative

approach in second language teaching and the traditional myths of listening skills have resulted in the under-emphasis of listening skills in teaching.

In the communicative approach to teaching English as a Foreign Language, learners are strongly encouraged and trained to be competent in such productive skills as speaking and writing. Reading, a receptive skill, is also emphasised as an instrumental goal of language learning. Listening, however, is often treated as a kind of 'osmotic' skill by which the learner can obtain listening skills through listening to teachers in the language classroom (Mendelsohn, 1984, 1994).

Some researchers in the area have recognised the importance of listening skills in second/foreign language teaching. There have been several studies on listening skills development for non-native speakers of the target languages (Mendelsohn, 1984, 1994, 1995, 1998; Ur, 1984; Anderson & Lynch, 1988; Underwood, 1989; Rost, 1990, 1994; Dunkel, 1991; Long, 1991; Vandergrift, 1992, 1996, 1997a, 1997b; Poon, 1992; Nunan & Miller, 1995; Chamot, 1995; Thompson, 1995; Thompson & Rubin, 1996; Lynch, 1997, 1998; Hoven, 1999). A number of researchers have advocated that listening skills can be taught, and have encouraged a focus on strategy use as an alternative method to the explicit instruction of listening skills (O'Malley & Chamot, 1990; Mendelsohn, 1994; Field, 1998; Nunan, 1999).

### **4.3 Listening: Theories and roles in second language learning**

Listening skills are considered fundamental skills in language learning and acquisition, although they tend to be somewhat neglected in second/foreign language teaching. This section reviews different aspects of listening skills in terms of the roles and theories of listening skills in second language pedagogy.

#### **4.3.1 Characteristics of listening skills**

In language acquisition theories, listening is a perceptive skill, like reading. Listening is based on hearing, and hearing is considered to be the foundation of language perception (Rost, 1994). Listening is a complex process that consists

of hearing, selecting sound, identifying, comprehending, interpreting, evaluating, organising and transferring (Wolvin & Coakley, 1982).

As discussed by Wolvin and Coakley (1982), during the information-forming process in listening, there are several other skills that need to be developed. These include, for example, concentrating, apprehending, remembering, attending, recognising, sensing, and understanding. Not only are cognitive and auditory abilities required in the process of listening achievement, but linguistic competence and cultural world knowledge, as well as the psychological variables of the listener, are also involved. Listening is thus considered an active, receptive and fundamental skill in language acquisition and one that provides the intellectual basis for the development of speaking, reading and writing. Despite the fact that almost everyone is born with a potential for listening, an individual's listening ability, if untrained, is often inadequate to cope with the special demands of real world, authentic target-language contexts. These skills need to be enriched, particularly among language learners (Anderson & Lynch, 1988; Mendelsohn, 1994; Nunan, 1999).

#### 4.3.2 Types of listening

Focusing on types of listening, the literature reviewed in this section seeks to link listening in everyday communication to second language teaching, especially to listening comprehension in a context where English is taught as a foreign language (EFL).

Types of listening can be classified broadly based on a number of variables, such as roles of listeners, purposes of listening, and types of text (Nunan, 1997, 1999). These three variables are often taken into consideration in the design of a listening syllabus for second language learners.

In terms of roles of listeners, a listener generally plays two roles in any listening activity. One role is that solely of the listener, while the other is as both listener and speaker. In the latter situation, the listener has the opportunity to take part in the interaction. This is termed 'reciprocal listening' by Nunan (1999, p. 205) and 'interactional' listening by Rost (1994, p. 3). On the other hand, the sole listening situation often occurs when a listener has no chance for interaction

during the listening activity. This is termed 'non-reciprocal' listening by Nunan (1999, p. 205) and 'non-interactional' listening by Rost (1994, p. 3).

Nunan (1999) relates that there are two types of listening texts in the traditional listening materials used in second language and EFL pedagogy. These are monologues (i.e., lectures, general speeches, news broadcasts, etc.) and dialogues (i.e., conversations). In practice, these two types of texts are often presented in listening classes. The listener appears to be involved in interactional listening when a text of dialogues is presented. However, this type of listening is still considered one-way communication as listeners have no opportunity to negotiate for meaning of the texts.

The other variable discussed by Nunan (1999) to be considered here is the purpose of listening. In the listening of everyday life, whether in the context of a first language listening activity or in a second language learning activity, listeners have different purposes in listening to an individual text or message. Such purposes can be addressed here as listening to a text for general ideas, the main idea, specific information, a sequence of instructions or the details of the text. However, an individual's listening purposes in everyday activities in natural settings are more varied than those set for each pedagogical listening instruction session.

From a teaching point of view, specific listening strategies are required to develop the learners' listening skills. In order to cope with the three types of listening variables, it had been suggested that strategy use for listening and the other skills should be explicitly taught to second language learners (Mendelsohn, 1994, 1995, 1998; Cohen, 1998).

#### 4.3.3 Listening and spoken language

According to second language theories, listening to spoken language occurs as an unobservable active and complicated internal process of an individual listener in taking the input through his/her receptive device, then constructing the meaning in the short-term memory before transmitting the information and storing it in the long-term memory. A listener uses a great deal of mental effort during the process of understanding the message, even in understanding a short



passage of spoken language (Brown, 1977; Littlewood, 1981; Rost, 1994; Rubin, 1995a; Thompson, 1995). Nunan (1991) argued that listeners to aural texts have to put considerable effort into constructive and interpretative work to combine what they hear and what background knowledge they have to understand the text. An example is related by Olynak, Anglejan, and Sankoff (1990) who pointed out that speech markers made by speakers can also facilitate forming information in second language listening.

#### 4.3.4 Factors involved in the listening comprehension process

Listening comprehension is a highly complex, interactive, diverse process in which a wide variety of both verbal and non-verbal cues are used for interpreting the meaning of the text (Brindley, 1998). In the input processing of language comprehension, the following terms are often used: perception, recognition, interpretation, understanding, and comprehension. Of all these processes, the term 'comprehension' is more frequently used than the others because this process occurs by the combination of both interpretation and understanding (Garman, 1990). Meaning in listening is formed by an active knowledge construction, in which listeners use their linguistic background and purpose in the process of meaning interpretation (Rost, 1990). One standard definition of listening comprehension is that of O'Malley, Chamot, and Kupper (1989):

Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfil the task requirements (1989, p. 434).

Listening comprehension is a 'multi-layered process'. This process requires such perceptual stages as receiving of sound, recognising what is heard, inferencing what is not mentioned, and interpreting the meaning of the whole passage (Lynch, 1996, p. 12). The process of listening comprehension consists of three stages: perceptual processing, parsing, and utilising (O'Malley & Chamot, 1990). Listeners focus their attention on the sounds in the texts they

hear and store them in their echoic memory during the perceptual process. Then during the parsing process, the meaning of the text is formed and appears as abstractions of the original messages. At this stage, the language knowledge of the learner, general knowledge of the topic, and the procedure of information processing are collaboratively activated. In utilising these, the text meaning is related to the world knowledge and personal experiences of the learner that help comprehension and retention of the information in the text (Faerch & Kasper, 1986; Buck, 1995).

The listening comprehension process involves factors such as auditory phonetics, word-identification techniques, forms of reference, and the distribution of information in the second language (Field, 1998). Mendelsohn (1984) argued that skills for mastering comprehension of a spoken language are necessary for second language learners due to the fact that the listener cannot control the incoming characteristics of language through any listening situations, while strategies in choices of words are applicable in speaking.

Comprehension is a key concept in the interpretation of speech or proposition. Comprehension occurs when the listeners or readers can link what they hear or read with the information in the immediate context. The message that comes first in the utterance can be linked by the students to enhance their understanding of the entire message in the listening or reading processes. It is a textual inference process that helps comprehension. Arguments in language comprehension have been related to how well listeners or readers can retain the information they have heard or read. In listening to oral texts, listeners often remember only the last sentence of what they heard and the number of words in the sentence does not affect the recall (Garrod, 1986). In addition, five types of knowledge have been identified as involved in the listening comprehension process: pragmatic, semantic, syntactic, lexical, and phonological (Flowerdew, 1994).

Nunan (1991) emphasised that successful listeners are those who can use their stored knowledge along with the information from the text to understand what they are listening to. In other words, both 'bottom-up and top-down processes' are employed in listening comprehension. In addition, Anderson and Lynch

(1988) asserted that there are three types of knowledge involved in the comprehension process: “(1) schematic knowledge; (2) contextual knowledge; and (3) systemic knowledge” (p. 13). Schematic knowledge consists of background knowledge and procedural knowledge, while contextual knowledge refers to knowledge of situation and knowledge of co-text. Systemic knowledge is composed of semantic, syntactic and phonological language systems.

In cognitive theory, many factors assist the language comprehension process. Meaning is constructed by an active process via a complicated interaction between types of input, declarative knowledge and the use of strategic processes to assist understanding (Chamot, 1995). Listeners use different types of knowledge as well as various cognitive processes together with their educational and cultural experience and match all with what they hear to achieve comprehension (Rubin, 1995b).

Consequently, metacognition (planning, organising, and evaluating) also works in conjunction with cognition during the language comprehension process. Language learners, including listeners, employ metacognitive strategies to manage, direct, regulate and guide their learning in the forms of planning, monitoring and evaluating (Wenden, 1998). Learners without metacognition in their learning process might not succeed in using metacognitive strategies to acquire information during learning activities (Carrel, 1998).

#### 4.3.5 Listening and viewing

Using audio-taped materials for second language listening pedagogy, testing, and research has appeared to be common in ESL/EFL teaching contexts and research in this area. However, second language teaching material derived from the rapid growth of technology (audio-visual material) has influenced the listening process a great deal (Mueller, 1980; Thompson & Rubin, 1996; Wood, 1996; Joiner, 1997; Prapphal, 1997; Todd, 1997). With audio-taped material, listeners construct meaning mainly from what they hear, together with their long-term or short-term world knowledge. With audio-visual material, listeners form the meaning of spoken language from both verbal and visual information. Trends of using language teaching materials in EFL listening pedagogy have

changed and technology has introduced a variety of listening material to language teaching and learning (Joiner, 1997).

The role of the visual in second language listening comprehension has become an interesting research issue in the last decade (Lynch, 1998). Findings in previous research showed that the visual content or pictures in the listening texts assist learners to make sense of spoken words in second language comprehension (Balatova, 1994; Rubin, 1995b; Thompson & Rubin, 1996).

Mueller (1980) asserted in his experiment that visual cues play a vital role in listening comprehension. It was found in his experiment with German college students that seeing the pictures before listening to the segment could enhance recall in listening comprehension to a great extent. Other advantages of using visual cues in listening were: visual cues help bring the stored memory to the comprehension process; seeing pictures first can facilitate more accurate prediction; and seeing pictures before listening motivated listeners.

With the increasing development of advanced technology and media such as television and video for language teaching and learning, viewing and listening comprehension (VC and LC) enhance each other in the perception process of language learners (Wood, 1996; Hoven, 1999). Through video-taped materials, such as live or recorded programs on television, listeners can also view real events while listening for information. In a world of technology, learners have a strong visual orientation in everyday activities; therefore, taking advantage of the availability of materials for language skills from television or other types of video materials is often recommended (Ockey & Ogden, 1999). Kellerman (1990) conducted research on foreign language listening comprehension and stressed that vision plays an important role in the listening process. Visual information that is a part of video material often shows non-verbal behaviour of speakers and this can assist listeners in making sense of spoken language. Other types of visual clues in the listening text also assist learners to form the meaning of the texts (Sheerin, 1987; Neu, 1990; Kellerman, 1992).

### 4.3.6 Roles of listening in second language learning

In first language acquisition, a child develops the language skills simultaneously and automatically from birth through socialisation with adults (Brumfit, 1984). Listening is acquired right after birth or even before that. Theories and research in second language learning have demonstrated that learning the target language skills the same way as mother tongue acquisition leads to high performance and competence in language use. Therefore, listening skills should be treated as fundamental skills in second language learning. Rost (1994) pointed out that listening is the basis for the other skills in second language learning; for example, understanding language input through listening can provide learners with knowledge as an input for other language skills, such as speaking. This is also supported by Nunan (1999) who pointed out that listening is important in the language classroom because listening provides the input for learners and understanding the input to a certain level helps learners develop their learning.

Listening is reported as the skill most used by people in everyday activities. It is estimated that about 40–50% of the time in everyday language communication is spent listening (Rivers, 1981; Oxford, 1993).

Mendelsohn (1994) asserted that listening plays a pivotal role in language for communication. His idea of explicit instruction in listening has strengthened language teachers' confidence that listening can be taught. A strategy-based approach has been recommended in teaching listening to second language learners (Mendelsohn, 1994; Nunan, 1997).

## **4.4 Research related to listening strategies**

Listening skills development is important in second/foreign language learning, and has become an issue of interest to researchers in this area during this decade. Strategies used in second language learning have been explored in a number of second languages, such as French, Italian, Spanish, Russian, and including English (O'Malley & Chamot, 1990; Laviosa, 1991; Dixon, 1992; Poon, 1992; Chamot, 1995; Thompson, 1995; Rubin, 1995b; Mendelsohn, 1995; Vandergrift, 1992, 1996, 1997a, 1997b).

The following section of this literature review discusses theories, previous research findings, and suggestions for further research made by scholars in second language listening, focusing on listening strategies.

#### 4.4.1 Types of listening strategies

The types of listening strategies used by second language learners as investigated in previous studies have varied. Slight differences in the terms used for strategy types appear to depend on the strategy classifications of individual studies. Basically, the classifications of strategies in most research studies were based on three main second language learning types: metacognitive, cognitive, and social mediation strategy (social/affective) categories, as devised by O'Malley, Chamot, Stewner-Manzanares, Kupper and Russo (1985) and O'Malley and Chamot (1990). Similar are the six other categories of strategies devised by Oxford (1990): memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

According to O'Malley and Chamot (1990), four types of strategies are generally employed by second language learners. These are: (1) executive strategies or metacognitive strategies, (2) cognitive strategies or strategies that function directly on the learning materials, (3) social strategies or strategies that need another person to be involved, and (4) affective strategies or strategies in which affective control is involved during learning.

O'Malley, Chamot, and Kupper (1989) conducted a study in the US on ESL listening strategies used by high school-age students from Spanish-speaking countries. The think-aloud technique was used in the study for strategies used in listening to academic texts in English. The findings showed that the students mainly used the strategies of self-monitoring, elaboration, and inferencing to assist their listening comprehension. Effective listeners used both top-down (i.e., listening to the whole chunk of the text to form the meaning) and bottom-up (i.e., listening to individual words or phrases to gain information) processing strategies. However, ineffective listeners tended to rely on small elements of the text to form the meaning. Generally, the students used contextual inferencing

and elaboration strategies to help their comprehension and retention of the information in the texts.

As listening and reading often share certain comprehension processing strategies (Rost, 1990; Jensen & Hansen, 1995), similar findings in terms of top-down and bottom-up processing strategies used by second language learners were reported in a study on reading comprehension with Japanese ESL students (Upton, 1997). Wolff (1987) also reported that German second language students used both bottom-up and top-down processing strategies in listening. However, top-down processing strategies were used more than bottom-up processing strategies in listening to more difficult texts.

Another study which was related to the relative roles of bottom-up and top-down processing strategies in listening comprehension focused on the listening performance of high school ESL students in Hong Kong. The study found that the test participants who had fewer English linguistic skills could rely on top-down processing to gain correct answers for the 'matching schema'-type items of the test. However, those who were weak in bottom-up processing were unable to give the correct answers for the 'non-matching schema'-type of test items. This study indicated that 'bottom-up processing' in listening comprehension was a more important factor than 'top-down processing' in affecting the second language listening performance of the learners on tests (Tsui & Fullilove, 1998).

Strategies for receptive skills (i.e., listening, reading) have tended to be emphasised less in research than those for productive skills (i.e., speaking, writing) (Corder, 1983). However, according to Oxford (1990), two main strategy categories are usually employed in both skills. These strategy categories are direct and indirect strategies. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Indirect strategies are composed of metacognitive strategies, affective strategies, and social strategies (Oxford, 1990).

Based on the strategies categorised by Oxford (1990), a study has been conducted on the listening comprehension strategies used by EFL university students in Taiwan (Teng, 1998). In this study, listening comprehension multiple

choice assessment with audio-taped listening materials and a questionnaire were used to find the listening strategies used by EFL learners and the results showed that paying attention and translating were the strategies most commonly used by individual participants. There were six strategy categories classified in this study and the frequency of use from highest to lowest was compensation, cognitive, metacognitive, memory, social and affective strategy categories. This study also found that effective listeners used significantly more strategies in five of six categories (i.e., memory, cognitive, compensation, metacognitive, and social) than ineffective listeners (Teng, 1998).

A study related to cognitive and metacognitive strategies used by beginning and intermediate level ESL students as they listened to academic texts in different subject areas reported that, overall, students at both levels used more cognitive than metacognitive strategies. However, when all strategies were examined on the basis of level of English proficiency of the students, intermediate level students were shown to have used more metacognitive strategies than the beginners (O'Malley et al., 1985).

Strategy awareness in second language listening has been emphasised in a study conducted by Goh (1997). The focus of her study was metacognitive awareness in second language listening. Self-reporting through diary records (a 'listening diary') was used to gain data related to listening strategies from 40 ESL learners who were enrolled in an intensive six-month English program at the National Institute of Education, Singapore. These students, around the age of 19 years, were from the People's Republic of China. The findings of the study showed that a high degree of metacognitive awareness in listening was revealed by the students. There were three types of metacognitive knowledge in listening to English: person knowledge; task knowledge; and strategic knowledge. Both pre- and post-listening discussions in listening activities and tasks were recommended as a way of raising metacognitive awareness about listening. Appropriate strategies for particular tasks and beliefs in successful listening could be shared during the discussions (Goh, 1997).

Another study on effective strategies in listening comprehension was conducted in the context where US university students studied Spanish as a foreign



language and listened to authentic episodes taken from a television program in Spanish. The findings of the study demonstrated use of a variety of strategies by the learners such as, understands gist, uses background knowledge, recognises words, focuses on detail, mentally sounds out word or phrase, and focuses on grammatical structures (Vogely, 1995).

Long (1991) investigated second language strategies used in the listening processes of video-taped materials in Spanish by six US university students with an intermediate Spanish proficiency level. The strategies reported by the students included paying attention, previewing, recognising key words, utilising background knowledge, taking advantage of lengthy text, utilising pauses, focusing on redundancy, and taking notes. The study also revealed that some students found visual input helpful in listening comprehension. However, the audio-visual mode was also found to be distracting and, therefore, made some students less attentive in comprehending the text.

Bacon (1992) focused on listening strategies used by Spanish language learners at university level in listening to two short authentic radio broadcast texts in Spanish. A wide range of cognitive and metacognitive strategies was reported. Summarising was the main strategy used in listening to both texts. The students used more bottom-up processing than top-down processing strategies in listening to those two listening texts. The types of strategies reported by students in listening to radio broadcast texts included metacognitive strategies (i.e., set self up for the task, focus attention, apply an advance organiser, go in with a plan, vow to think and listen in Spanish, self-management, self-evaluation, monitor); cognitive strategies (i.e., bottom-up processing, top-down processing, summarise, translate, elaborate, transfer); social strategies (i.e., appeal for help, ask for confirmation); and affective strategies (i.e., reassure self) (Bacon, 1992).

Dixon (1992) reported a considerable number of strategies used by successful listeners, which he accumulated from various previous studies on listening strategies used by foreign language learners. These were: block out distracting thoughts; pick out the topic, main ideas, and focus on the key factors the first time the message is heard; be attentive to meaning. It was confirmed that listening strategies could be taught.

Mendelsohn (1994) summarised a variety of strategies from different researchers in his strategy-based approach, in particular listening strategies such as recalling, speculating, probing, and introspecting. Recalling consists of paraphrasing, revising, and checking. Speculating is divided into sub-strategies such as inferring, connecting, personalising, and anticipating. Probing consists of sub-strategies such as analysing the topics, analysing the conventions of language, and evaluating the topics. Introspecting consists of self-evaluating and self-describing (Murphy, 1987; see also Mendelsohn, 1994). Similar listening strategies were reported by Willing (1987). These are selectively attending, associating, recognising patterns, analysing and inferencing strategies.

#### 4.4.2 Factors involved in strategy choices

O'Malley and Chamot (1990) reported the results of their research on second language listening strategies carried out with Spanish-speaking ESL students. The study investigated listening strategies used to comprehend oral texts in academic settings. The findings of this study confirmed that listening is an active process in which listeners use contextual information and existing knowledge accumulated from various sources to construct the meaning and fulfil the objectives of each listening task.

The types of listening strategies used depended on the three stages of the listening comprehension process: (1) selective attention and self-monitoring used during perceptual processing; (2) grouping and inferencing from context were used during parsing; and (3) elaboration from world knowledge, personal experiences, or self-questioning were used at the stage of utilisation (O'Malley & Chamot, 1990).

Theoretically, language listeners mainly employ three categories of language learning strategies for processing their listening comprehension: cognitive, metacognitive, and social/affective strategies. In practice, however, it is hard to investigate which particular strategy enhances listening comprehension for each individual text. Listening strategies application depends on several factors such as personality, cognitive styles, and the language proficiency level of listeners.

In addition, the types of texts and tasks also affect listening strategy choices (Bacon, 1992).

Strategic competence is another aspect of the role of language strategies and it is considered essential for both native speakers and non-native speakers of a language, since strategies in language use are usually employed when difficulty in communication occurs. Strategic competence works together with grammatical competence and sociolinguistic competence to enhance spontaneous communication (Dornyei & Thurrell, 1991). Naturally, language users have gradually developed a number of strategies, but only appropriate strategies are selected to match the situations and types of language problems to be solved (Tarone, Cohen, & Dumas, 1983; Beeching, 1997).

Beeching (1997) focused her study on the influence of aptitude, strategy selection and level of knowledge of the learners in language learning. Different methods were employed with six groups of students in the quantitative investigation and a group of ten students in a qualitative survey was presented with video-taped listening materials. The findings showed that a variety of listening strategies was adopted by the language learners. Such factors as appropriateness, aptitude and the learners' language performance were involved in the choice of appropriate strategy.

Productive and receptive language skills assist each other in language communication. Communication strategies are employed when language users do not have enough linguistic competence or sociolinguistic competence to be able to communicate effectively (Tarone, 1983, p. 64). Therefore, language users need to acquire both linguistic and socio-linguistic strategies to maximise the communication. As listening is a language skill for communication, these strategies can also apply to this skill.

Language in real situations is considered to be authentic as well as a natural source of comprehensible input for language learners (Rivers, 1964). Krashen (1982) emphasised that comprehensible input is a necessary condition for language acquisition. Listening experience and strategies used to acquire

comprehensible input in a variety of natural contexts will enhance academic listening for language learners.

Pickard (1996) conducted a study on out-of-class language strategies emphasising the receptive skills of listening and reading. This research focused on 20 German-speaking first-year undergraduate students at Humberside University (UK). All the students had studied English as a first foreign language for seven years from the ages of 11 to 18 years. Two instruments were used to collect data for this study: a questionnaire on out-of-class strategies, followed by an in-depth interview. The subjects were asked how often they participated in out-of-class activities such as reading newspapers, novels, and magazines, listening to the radio, watching television, and going to the cinema and theatre. The findings showed that the most-cited activities were reading and listening and that the skills of speaking and writing received less attention. A wide range of individual activity choices and motivations in relation to language strategies was also reported.

Long (1990) asserted that the listeners who had background knowledge related to the topic to which they were listening had better comprehension than those without background knowledge. This finding was based on a study on schemata strategies with students studying Spanish as a foreign language. Laviosa (1991) conducted research on strategies used by US students who were advanced learners of Italian as a foreign language. Problems such as getting the words wrong from listening and understanding the words but being unable to connect them with unfamiliar topics were found in the study. Strategies used by the students included contextual inferring, using background knowledge, associating, and focusing on a particular content. Similar types of strategies used by second language listeners were previously reported by Rolin-Ianziti (1990).

#### 4.4.3 Strategies used by effective and ineffective listeners

Studies have revealed that all ESL learners use similar types of listening strategies. However, effective listeners use more of the following strategies than the ineffective listeners: self-monitoring or checking their comprehension or production as it is taking place; elaboration or relating new information to prior

knowledge or to other ideas in the new information; and, inferencing or using information in the text to guess meaning or to complete missing ideas (O'Malley et al., 1989).

A study with intermediate-level ESL university students conducted by Murphy (1985) revealed that more proficient listeners used the strategies called personalising or elaborating from their own knowledge. They also inferred, drew conclusions, self-described, and anticipated more often than the less proficient listeners.

DeFillipis (1980), however, has reported that the listening strategies used by both skillful and unskillful French college students were similar and the number of strategies used by each group was almost equal. The main strategies employed by skillful listeners were key word, contextual inferencing, and grammar strategy, while the three types of strategies used by the unskillful group were identified as key word, translation, and contextual inferencing.

A descriptive study in relation to listening comprehension conducted with second language (French) listeners indicated that successful learners used more metacognitive strategies than unsuccessful learners (Vandergrift, 1997a). A further study conducted by Vandergrift (1997b) indicated that reception strategies played a significant role in the interactive listening of French learners.

#### 4.4.4 Listening research suggestions

Rubin (1994) reviewed 130 research studies on listening comprehension and suggested areas of listening research that should be focused on in further studies. These suggestions were: (1) factors that most affect listening at each particular proficiency level when bottom-up and top-down processing are employed, (2) studies that focus on identifying problems and strategies employed in language with different kinds of transformation on the listening process for each proficiency level, (3) types of training which give the best results (effective) for what group or kind of learners, and (4) further study of the kinds of negotiations that help understanding comprehensible input.

Rubin (1994) also suggested that research in language learning that takes certain factors into consideration would be very useful in teaching. These factors were: (1) length of time for conducting the research; (2) research with a variety of languages with various degrees of difficulty; (3) the use of authentic materials; (4) providing a clear definition of language proficiency; (5) focusing on language proficiency, not achievement assessment; and (6) much more research on listening comprehension.

## **4.5 Listening difficulties for the second language student**

It is commonly understood that the essential communicative act of listening presents additional problems in transcultural settings where more than one language is involved (see for example, Wallace & Wolf, 1986). Brown (1977) highlighted the fact that foreign students often have difficulty in listening to conversations in English even though they can speak it comprehensibly. As previously discussed, the listening process is complicated and a number of factors in target language learning can result in listening difficulties. This section of the literature review presents the findings from previous studies related to difficulties in listening comprehension for second language learners. The aspects of difficulties will be focused upon, followed by a number of supporting views gained from different studies.

As indicated, there are three key factors identified as making listening either difficult or easy. These are: (1) the purpose of listening, (2) the text, and (3) the roles of the listeners (Nunan, 1997, 1999). Whether in the context of everyday general listening or in academic settings, these three factors affect the way listeners construct meaning during the listening process.

### **4.5.1 Text types**

Text types, as well as information in the text, are included in the factors that make listening difficult for second language learners. Brown (1995) argued that the content of the text often makes listening difficult. She stated that text information with fewer individuals and objects involved often made it less difficult for listeners to understand. Second language learners often find spoken language difficult. However, the level of difficulty varies by text type. From the

language testing point of view, listening to English news broadcasts was more difficult than listening to mini-lecture and consultative dialogue (Shohamy & Inbar, 1992). Hoven's 1999 study of listening and viewing comprehension in multimedia environments also supported the view that the level of difficulty for the language learner in listening is affected by the text, task, and context features.

Anderson and Lynch (1988) have summarised the causes of listening difficulties in texts:

- The sequence of the information in the text;
- The familiarity of the topic;
- The explicitness of the information, e.g., redundancy, sufficiency of information, and inferences;
- The types of text, e.g., static (description/instruction), dynamic (story telling) or abstract (opinion-expressing).

Moreover, different types of difficulties encountered by second language learners were reported in a study conducted with university students who studied Spanish as a Second Language (SSL) in the US second language learning context (Vogely, 1995). Based on the responses of participants in the study, indicating the extent of agreement or disagreement to questionnaire items on difficulties faced by second language learners, six categories of difficulties were identified: (1) combination words into phrases, (2) recognising words, (3) recognising grammatical structures, (4) using background knowledge, (5) text type, and (6) understanding the gist (Vogely, 1995).

#### 4.5.2 Roles of listeners

Taking the roles of listeners into consideration, Lynch (1996) argued that there are two types of listening in everyday listening activities: one-way and two-way communication. In other words, listeners are usually involved in two types of listening: reciprocal and non-reciprocal listening (Nunan, 1999).

Listeners find it more difficult to understand the message when they take part in a one-way listening activity because they cannot gain any assistance from the speakers. Listening in one-way communication is often seen in everyday situations; for example, listening to the radio or watching programs on television. One-way listening cannot be divorced from learning English in EFL contexts, where English native speakers are rarely available for 'real world' English interaction. EFL learners basically gain listening skills from classroom English and 'real' English from authentic listening materials. When listening to the language texts, listeners have no chance to discuss with the speaker in the text. In other words, there is no interaction between listeners and speakers. Thus, listeners usually employ multiple methods and accumulated language experiences to maximise the information. Such strategies as inference, cognition and metacognition have also been shown to be helpful in understanding listening texts (Bacon, 1992).

#### 4.5.3 Linguistic knowledge of the listeners

Listeners with limited knowledge of some linguistic features can find listening difficult. In listening to a second language, there are a number of difficulties. Firstly, one common aspect of all those difficulties is limited vocabulary in the target language (Underwood, 1989). Secondly, the structure of the text can cause difficulty for non-native listeners (Dunkel, 1991). Thirdly, unfamiliar pronunciation, words, and content of the text often make listening difficult for foreign/second language learners (Lewis & Hill, 1985).

#### 4.5.4 Speed of the spoken language

Speed or speech rate of the spoken language is another type of difficulty for second/foreign language learners (Dirven & Oakeshott-Taylor, 1985; Dunkel, 1991). In the area of EFL/ESL, general difficulty in listening has been investigated and the results have shown that the greatest difficulty in listening faced by English language learners is that listeners cannot keep up with what speakers say because the speech rate is too fast. This problem does not occur in a reading activity because the readers can control their own pace and they can re-read if necessary (Underwood, 1989). Listeners to English in a natural



context do not have the option of replaying, or revisiting in some other way, what was said. They can of course ask the speakers to repeat what they said, but such requests interrupt the normal flow of conversation or monologue and are a source of embarrassment to the learner who thus reveals his/her limited command of English.

The speech rate in oral texts often affects listening comprehension. Whenever the speech rate becomes faster, listening comprehension tends to decrease as the listener is unable to form the meaning of the text within the limited time (Griffiths, 1990). The speech in authentic foreign broadcasts is usually considered fast for non-native learners of the target language. Second language learners often find speech rate a difficulty, especially when they cannot gain all the information from the texts. A suggestion to language teachers to help learners cope with this difficulty is providing repetition in listening training (Swaffar & Vlatten, 1997).

#### 4.5.5 Cultural aspects

The cultural background of listeners is among the other factors that influence second language listening. Non-native learners of any target language often find it difficult to understand when native speakers talk to non-native speakers or talk among themselves. Both linguistic aspects and cultural factors are often involved in listening to the target language. A lack of cultural knowledge can lead to difficulties in comprehension. Misunderstanding can occur when native or non-native listeners and speakers do not share the same background knowledge (Anderson & Lynch, 1988).

#### 4.5.6 Pronunciation/accent of speakers

Second language learners are generally accustomed to very clear pronunciation in the classroom. Foreign or second language learners who have opportunities to be frequently exposed to different English accents and natural speech tend to tackle unfamiliar accents more successfully than those who have no experience of various accents (Ur, 1984). Dunkel (1991) pointed out the importance of listening skills and said that input plays a critical role in second language listening. Both accents and pronunciation are parts of the essential input

elements in second language learning. Second/foreign language learners often find the pronunciations used by some native speakers difficult. This is because the language learners are usually only familiar with the pronunciation of classroom language.

The structure of language used in the classroom is simple in contrast to that used outside the classroom. Aspects of language (including pronunciation/accent) used outside the classroom are often spontaneous, natural, authentic, and varied in topics with different situational functions. The spoken language used in everyday situations is often considered uncontrolled language and this often leads to real difficulty in learning and listening comprehension (Dirven & Oakeshott-Taylor, 1985). Brown and Yule (1983) emphasised that listening comprehension should be naturally acquired through authentic speech in the target language as this can provide the opportunity for learners to be familiar with pronunciation/accents of native speakers.

It is possible that learners who are proficient with English in the classroom may be unable to cope with English outside the classroom, in natural settings (Sally, 1985). English outside the classroom is considered 'normal English', while English in the classroom has a restricted scheme. Based on their study of academic listening, Ferris and Tagg (1996) confirmed that ESL learners still experience listening difficulty even when listening to structured academic English in the classroom.

Due to unfamiliarity with the language, comprehension problems often arise among non-native speakers of English when they listen to English used in a natural context, as for example, in Australia. Australians' pronunciation of some particular words can differ from that of other native English speakers, such as Americans and/or Canadians (O'Grady, 1995). An earlier study by Mitchell (1946, cited in Horvath, 1985) on variation in Australian English showed that about 70 per cent of Australians spoke broad Australian and the major pronunciation variants of Australian English are the diphthongised vowels (i, e, o, u, ai, au). Unfamiliar accents, speed and colloquial Australian English were difficulties encountered by a group of non-English speaking background students in Australia who were participants in a study by Burke and Wyatt-

Smith (1996). This is evidence that the unfamiliar accent of the native speakers can cause difficulties for non-native learners of English.

In addition, there are other general listening difficulties caused by individual listening problems. These include the physical problems of hearing, auditory memory, lack of attention and concentration. These are considered the learners' personal difficulties in listening comprehension.

It can therefore be summarised that a variety of difficulties are encountered by second language listeners. These difficulties include text types, roles of the listener, linguistic knowledge of the listener, speed of the spoken language, cultural aspects, and pronunciation/accents (Brown & Yule, 1983; Anderson & Lynch, 1988; Underwood, 1989; Nunan, 1991; Duzer, 1997). Dunkel (1991) has also asserted that memory, intelligence, motivation and background knowledge of the listener all influence EFL/ESL listening comprehension. Without the development of these factors involved in language learning, learners are likely to encounter difficulties in listening to the target language. Brown (1986) suggested that, in teaching listening comprehension, teachers of both native and non-native language learners might be able to help students develop their listening, if the types of learner difficulties encountered are investigated.

#### **4.6 Second and foreign language learning strategies**

The research history of language learning strategies dates back to the 1960s. This literature review, however, will be limited to studies conducted during the last two decades.

Language learning strategies apply to all the areas of language skills development and their definitions are varied. The key definitions follow:

- “learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990, p. 8);

- strategies can facilitate language users in communication when the learners' linguistic, sociolinguistic competence and knowledge are not up to the task (Tarone et al., 1983);
- “language learning strategies are the conscious thoughts and behaviours used by learners with the explicit goal of improving their knowledge and understanding of a target language” (Weaver & Cohen, 1998, p. 68);
- according to a dictionary of language teaching and applied linguistics, learning strategies are “intentional behaviour and thoughts used by learners during learning so as to better help them understand, learn, or remember new information” (Richards, Platt & Platt, 1992, p. 209).

Second or foreign language learners often employ their stored language strategies to solve the problems encountered, facilitate their language learning achievement, and maximise the information perception in all the skills of language learning. A strategy, from different researchers' perspectives, can be defined as a way developed by a learner to tackle a type of problem or learning material in order to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to other situations (Oxford, 1990; Kohenon, 1992; Stern, 1992; Biggs & Moore, 1993; Brown, 1994, Green & Oxford, 1995; Chamot, Barnhardt, El-Dinary & Robbins, 1999). Forethought, metacognition, and intentional directions of the learners to achieve certain goals are engaged in language learning strategies.

Apart from the learners' cognitive abilities in language perception, such factors as motivation, attitude, emotion, interpersonal interaction, planning, and evaluation are also involved in the use of language learning strategies. These always occur in contexts where language is systematically instructed and in informal contexts where learners use language in natural situations (Oxford & Cohen, 1992). Wharton (2000) asserted that there are several factors that affect the types, numbers, and frequency of strategies used by second language students. These are identified as cultural background, language studies, stage of learning, age, motivation, goals of language learning, the context in which the target language is learning (FL or SL) and styles of language learning.

Learning strategies commonly used by ESL and EFL learners are classified into three main categories (O'Malley, Chamot, & Kupper, 1989; O'Malley & Chamot, 1990). These are:

- metacognitive strategies,
- cognitive strategies, and
- social/affective strategies.

Metacognitive strategies are strategies about learning rather than being learning strategies themselves. They involve thinking, planning, monitoring and evaluating the learning process. Cognitive strategies, by contrast, are related to techniques in dealing with the tasks. Social/affective strategies are techniques that need another person to be involved in the tasks (O'Malley & Chamot, 1990).

Oxford (1990) is another influential researcher who has studied the types of learning strategies used by language learners. She divided learning strategies into two main categories:

- direct strategies, and
- indirect strategies.

However, when the sub-categories of the strategies classified by Oxford (1990) are taken into consideration, the types of strategies are not far from those identified in the studies of O'Malley and Chamot (O'Malley, Chamot & Kupper, 1989; O'Malley & Chamot, 1990).

The direct strategies classified by Oxford (1990) consist of three types of sub-strategies:

- memory strategies,
- cognitive strategies, and
- compensation strategies.

The indirect strategies are composed of three types:

- metacognitive strategies,
- affective strategies, and
- social strategies.

Vandergrift (1997a) classified more specific language learning strategy in his study of the comprehension strategies of second language (French) listeners. His classification was based on O'Malley and Chamot (1990) as well as Oxford (1990). However, in this case, in the cognitive strategy category, Vandergrift (1997a) classified the inferencing strategies into sub-category strategies.

These are:

- linguistic inferencing,
- voice and paralinguistic inferencing,
- kinesic inferencing,
- extralinguistic inferencing, and
- between parts inferencing (1997a, p. 393).

Cook (1993) emphasised that metacognitive strategies play an important role in language learning. According to him, nine metacognitive strategies are involved in language learning: (1) advanced attention, (2) directed attention, (3) selective attention, (4) self-management, (5) advanced preparation, (6) self-monitoring, (7) delayed production, (8) self-evaluation, and (9) self-reinforcement.

As the language learning process is complicated, language learners often unconsciously use one or another type of learning strategy to assist any language task, either in the classroom or in the real world. Metacognitive strategies often play an important role in many cognitive activities related to language comprehension and different types of self-instruction. Both cognitive and metacognitive domains often work cooperatively in terms of planning, monitoring, and evaluating of the learning process (Wenden, 1998).

It is difficult to observe learning strategies; they occur inside the learners' head during the learning process and operate by linking the information from the learners' world knowledge to the information in the texts (Chamot, 1995).

Two terms relate to strategies used by language learners: 'learner' strategies and 'learning' strategies. Learner strategies are those that students often develop themselves, while learning strategies are derived from training or instruction (Chamot & O'Malley, 1994).

## **4.7 Teaching issues and methods**

Based on the argument that listening skills can be taught (Nunan, 1993), issues in relation to listening instruction are reviewed in this section.

### **4.7.1 Listening instruction and second language learning**

The practice of teaching listening in the second language classroom has been influenced by the movement in second language teaching methods from a direct method to a natural approach. In the past two decades, the importance of listening instruction has been widely discussed by teachers and researchers. Rost (1994) pointed out four reasons why listening is important in second language learning:

- Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, learning simply cannot begin;
- Spoken language provides a means of interaction for the learner. Since learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning;
- Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers;

- Listening exercises provide teachers with a means of drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language (1994, pp. 141–142).

In their studies of learning strategies in second language learning, O'Malley and Chamot (1990) argued that students can use language strategies in both integrative and discrete language skills if direct training on strategy use is provided. Second language learners who received training on strategy use outperformed those who had no strategy instruction.

A number of variables, including learning strategies, have affected the English language learning achievement in an EFL context. The argument for strategy training lies in the management of learning. This implies that learners should be taught to use strategies appropriately (when, why, and how to use each strategy type) in language learning (Wen & Johnson, 1997). Based on the assertion that language learning strategies can be taught, explicit listening instruction in a context where English is taught as a foreign language was investigated.

Listening strategy instruction has emerged as an important issue in second/foreign language skills development during recent years. Recently, researchers have recognised the important role of listening strategy instruction and target language listening comprehension.

Listening instruction can help to increase the level of listening competence of the learners. Mendelsohn (1984) suggested three types of competencies that teachers should introduce to students in order for them to become competent listeners. These are to be able to:

1. identify and separate the different elements of the language as linguistically competent listeners;
2. judge the sounds as identified through linguistic competence as socio-linguistically competent listeners; and
3. listen, process and respond as interactionally competent listeners.



All of these require listening strategy training and practice. Listening instruction can contribute to listening skills development for both general and limited second language listeners. Limited second language listeners were compared to drivers in a 'slow lane'. However, in terms of listening ability, these learners were not supposed to be in that 'lane' permanently; listening instruction could help them to change to a 'fast lane' or to an improvement in their listening skills (Lynch, 1997).

In the literature of studying and teaching second languages, many language teaching researchers have provided convincing evidence that second language learners are in need of listening instruction, and that teaching listening strategies should be a significant part of the teaching process (Murphy, 1987). The significance of listening training, especially that focusing on real-life listening has also been supported by Dirven and Oakeshott-Taylor (1985).

A number of studies on the listening strategies used by second/foreign language learners have indicated that listening skills can be taught and strategies for listening to different types of input can be taught to language listeners. New methods for potentially effective listening instruction have been discussed and demonstrated to second/foreign language teachers (see Mendelsohn, 1994, 1995; Nunan & Miller, 1995; Thompson & Rubin, 1996). Another broader study of language learning strategies instruction conducted by Robbins (1996) showed models for teaching learning strategies. It also showed that these models can be beneficial in teaching listening strategies, because listening skills play a significant role in the language learning process.

Teaching listening strategies to students is similar to teaching reading strategies, since the processes of imparting these two receptive language skills are similar. However, on the learners' part, listeners tend to encounter more difficulties than readers for three main reasons: (1) there are no visual supports in some listening texts; (2) in most listening texts, there are no written words to assist meaning perception; and (3) listeners have no opportunity to re-listen to confirm their perception unless a tape is replayed (Grenfell & Harris, 1999).

Previous studies have confirmed that listening comprehension is an active process and that strategies can be taught to build up the meaning of the information in the context of the text. Less effective learners can apply strategies in their learning process after they are taught to use strategies (O'Malley et al., 1989). Other evidence to support the notion that listening strategies can improve the learners' listening performance is found in the study by Herron and Seay (1991) which found that the learners who received the listening strategy instruction outperformed the ones with no strategy teaching.

Several factors often influence the results of strategy training in second language learning. For example, an experiment on teaching metacognitive and cognitive strategies to intermediate ESL students was conducted by O'Malley (1987), who found that in some daily tests, the students who had been taught metacognitive strategies outperformed the group focused on cognitive strategies. However, in other daily tests, the cognitive strategy group outperformed the metacognitive strategy group. O'Malley found that the post-test scores analysis failed to reach significance. This might have been caused by the amount of strategies training students received or by the fact that students needed the opportunity to select which strategies they would use.

Apart from knowing strategies that work in teaching listening, a good listening teacher should be cognisant of these three aspects: (1) the nature of spoken language, (2) the cognitive processing of spoken language, and (3) how to teach learners to be better language listeners (Buck, 1995, p. 113). The teacher should encourage learners to adopt different skills and processes that they can always use to tackle any type of language in the real world. The cognitive process cannot be taught; however, teachers can provide learners with opportunities to learn this process through the teaching of metacognitive strategies, as well as guidelines and practice in language learning (Buck, 1995). To support the idea of training second/foreign language learners, Carrel (1998) asserted that metacognition is necessary in the learning process as it helps the learners to be consciously aware of what they are doing while listening. Metacognitive awareness therefore might lead the learners to achievement in using strategies in the learning process.

#### 4.7.2 Why strategy instruction and training?

Naturally, language learners make the most use of their learner strategies in language learning; however, teachers should train them to use and develop appropriate strategies with different types of tasks (Mendelsohn, 1994, 1995, 1998; Cohen, 1998). Strategies awareness should be encouraged and this will result in the development of how to learn skills (Nachiengmai, 1998). Bacon (1992) asserted that there are always individual differences among language learners regarding their capacity to comprehend input. Listeners' language interaction varies based on their attitudes, motivation, background knowledge, perceptual styles, experience in language learning and their learning strategies.

Several factors are believed to affect learners' learning styles and strategies. These are interpersonal interaction, emotion, motivation, attitude and personality (Oxford & Cohen, 1992). Nachiengmai (1998) added that such factors as self-esteem, educational experience, cognitive, social and affective maturity, and cultural background of the learner also affect strategy training.

Bedell and Oxford (1996) reviewed 36 strategy studies with EFL/ESL from many countries, particularly in Asia. Those studies confirmed that strategy instruction in second language learning can enlarge the learners' strategy repertoire. The cultural background of the learners often influences the choice of strategies. However, choices of language learning strategies should not be limited by the learners' cultural background. One way to help learners develop new strategies in second language learning is by means of strategy instruction (Bedell & Oxford, 1996).

Strategy training or instruction is usually designed to raise learner awareness in strategy use, to provide opportunities for learners to practice using the strategies that are instructed, and to assist learners in understanding how to use the strategies in other, new circumstances of second or foreign language contexts (Cohen, 1998). Strategy instruction or training often enhances the learners' capacity to use more appropriate strategies in language learning (Grenfell & Harris, 1999; McDonough, 1999).

Strategies and learning process should be taught, as language learners seem to learn best when their language strategies are developed as their own strategies (Hopkins, 1998). Hopkins (1998, p. 2) suggested that the saying, “You give a man a fish, and he eats for a day. You teach a man to fish, and he eats for a lifetime” metaphorically encapsulates what teachers should take into account when teaching strategies in listening. Previous research has confirmed that when strategy training was well conducted, it helped the learners to be more conscious of adopting useful strategies after practice (Oxford & Crookall, 1989; Cohen, 1990).

However, whether strategy training will be effective or not depends on such factors as adequate time for training, the type of task, the use of integrated strategies in regular class activities, and adequate pre-training assessment of what learners need (Oxford & Cohen, 1992). The period of strategy instruction is also a factor in the effectiveness of teaching. Strategy teaching will be effective if it is gradually carried out for an extended period of time (O’Malley, 1987; Chamot, Barnhardt, El-Dinary, Carbonaro, & Robbins, 1993).

Rubin (1994) identified five major factors that affect listening comprehension: characteristics of texts; interlocutor; task; listener; and process. Thompson and Rubin (1996) focused their study on listening strategy instruction and listening in a second language performance by third-year university students studying Russian. Simulated-authentic, movie segments, TV interviews, and news reports were used as listening materials. The main strategies taught in this study were prediction or verification, cognates, and storyline. The result of this study has confirmed that the use of cognitive and metacognitive strategies in systematic instruction enhances listening comprehension. The learners in the study revealed that they used metacognitive strategies in their listening approach.

In Thompson and Rubin’s (1996) study, students gained confidence in listening to authentic Russian and four of them felt confident enough to watch Russian films by themselves. In terms of visual information, students in the study reported that listening without pictures was helpful. Pictures in some of the news items were distracting. Fifteen hours of strategy instruction using authentic video was not sufficient to ascertain the students’ improvement in listening,

particularly on the segments of interview and news, which were above the level of the students' listening comprehension. Therefore, it was recommended that more time be dedicated to listening both in and outside the language classroom, with the emphasis on the process of listening rather than on merely providing opportunities to listen or on testing of listening comprehension (Thompson & Rubin, 1996).

During the second half of the 1990s, the popularity of research on language learning strategies instruction gradually increased and some interesting issues were revealed from the studies by Robbins (1996). She pointed out how second/foreign languages are learned and taught in Asia, and her study focused on teaching learning strategies and how to lead learners to autonomous learning. Robbins (1996) noted that learning English or other languages as a foreign language in Asian countries is quite far from the idea of learner autonomy, as the classroom is mainly under the control of the teacher. Students just follow directions. Extrinsic motivation has a significant role in foreign language learning in this environment as the learners learn to gain high scores and to pass entrance examinations. Therefore, it is essential that independent learning be emphasised in the area of EFL listening by giving learners opportunities to learn by moving from teacher's instruction to independent learning with strategies. The procedure is labelled 'scaffolding independent learning' (Robbins, 1996, p. 1). It was also recommended that teaching learners to perform critical thinking should be encouraged in language tasks.

To support the idea that language learning strategies can be taught, Teng (1998) raised some significant aspects to be taken into account for further studies in this area: (1) affective strategies should be encouraged in teaching listening to EFL learners as the findings in the study indicated that Taiwanese EFL listeners adopted the lowest affective strategies in listening; (2) in order to encourage the learner to use more affective strategies, teachers should facilitate the learners gaining interest and pleasure through listening instruction; (3) instruction should consist of the learners' involvement in self-monitoring, self-reflecting and self-evaluating; and (4) keep in mind that teaching listening is teaching how to listen, not just getting the learners to be exposed to listening materials.

Some insights have emerged from O'Malley and Chamot's 1990 study on learning strategies, which indicate that there are several factors that influence the strategy choices of foreign/second language learners. These are the objectives of the program, prior knowledge of the learners in the foreign language, task demands, and motivation of the learners. These factors should be taken into consideration in language strategy instruction. Effective learners showed more motivation in language learning and they used a wider range of strategies.

#### 4.7.3 Perspectives on successful language learning and teaching

In Teaching English to Speakers of Other Languages (TESOL), three concepts have been proposed for consideration (Hopkins, 1998): (1) focus on language for communication purposes, (2) development of learning strategies to help the students become autonomous learners, and (3) focus on the task design and content of material, rather than on the language medium.

Learner strategies and autonomy can be developed in line with Hopkins' conceptual framework (1998). This can be carried out by: (1) encouraging the learners to predict and project their ideas to develop listening and reading comprehension; (2) integrating appropriate risk-taking into practice to develop learner confidence and independence; (3) encouraging collaborative learning through pair, group and brainstorming activities; (4) teaching clarification and verification strategies to allow the learners to reinforce and supplement their own learning processes; (5) emphasising inductive inferencing strategies to discover new meaning using background knowledge; and (6) making the learning process the message, and consistent with the objective of learner autonomy (1998, p. 2).

Dickinson (1995) also linked motivation to success in target language learning, asserting that motivation, success and failure of language learning often depended on the learner's effort and strategies rather than other factors beyond the learner's control.

In addition, real-life listening should be emphasised in teaching English as a foreign language, and authentic materials should be used in listening lessons

(Field, 1998). Long (1991) conducted a study on listening processes and authentic texts, and suggested common-sense guidelines for second or foreign language teachers in using listening materials. These suggestions are: (1) texts should be authentic, but listening tasks can be simplified; (2) a variety of listening strategies should be taught; and (3) students should be encouraged to pay attention to their learning processes and discuss their processes with others.

Strategy awareness can be taught through the use of metacognitive strategies in second language learning. A strategy-based approach can be used to train the learners to be more conscious of utilising strategies for understanding, predicting, and inferring the topic, settings, mood, the meaning of the utterance, and the main idea of the passage (Mendelsohn, 1995). Vandergrift (1996) pointed out that an increase in the acquisition of metacognitive strategies often results in achievement of second language listening. Again, strategy instruction should be emphasised in second language pedagogies.

Effective strategies used in reading and listening comprehension share similar language perception processes. Both readers and listeners construct their comprehension using their background knowledge to match the information in the texts (Rost, 1990; Jensen & Hansen, 1995).

Dornyei (1995) strongly supported the idea of strategy training in language teaching, arguing that language teachers should not assume that students have sufficient learner strategies in language learning. Language teachers should not think that the learners are already familiar with strategies and that there is no need to teach them. In a broader interpretation of teaching, six procedures should be taken into consideration in strategy training:

1. leading students to strategies awareness and encouraging students to take risks in using strategies;
2. getting students to use strategies with listening materials;
3. videos and demonstrations;
4. highlighting cross-cultural differences in strategies use;

5. teaching strategies directly; and
6. providing strategies practice for students.

#### 4.7.4 A strategy-based approach to listening instruction

A 'strategy-based approach' is the term used by Mendelsohn (1994). He defines this approach as:

...a methodology that is rooted in strategy instruction. It is an approach that sees the objective of the SL/FL course as being to teach students how to listen. This is done, first, by making learners aware of how the language functions—i.e., developing metalinguistics awareness, and second, by making them aware of the strategies that they use—i.e., developing “metastrategic awareness”. Then, the task of the teacher becomes to instruct the learners in the use of additional strategies that will assist them in tackling the listening task (Mendelsohn, 1995, p. 134).

Strategy instruction is a legitimate method to raise the learner's awareness in using their own strategies and generating more strategies to facilitate the language tasks. Achievement in language learning can be enhanced by awareness of strategies and the effectiveness of their use. Strategy use makes a contribution to the learning process and this can result in the reduction of uncertainty and anxiety, and at the same time the level of the learner's attitudes and motivation in language learning will be increased or maintained (MacIntyre & Noels, 1996).

Mendelsohn (1995) has proposed several principles in a listening course design based on a strategy-based approach. The following are the key aspects that should be taken into consideration:

- attend to awareness and consciousness-raising. The teacher and students alike need to be aware of the power and value of strategies;
- use pre-listening activities (e.g., a discussion of general topic);



- focus the listening;
- provide guided activities;
- practice with real data;
- use what has been comprehended (1995, pp.139–140).

In addition, during the strategy instruction process, teachers should not only demonstrate how a particular strategy works, but they have to make the students feel confident in their strategy use. Students must feel that they:

- know the strategy well,
- know when to use it, and
- believe that it will be effective (Mendelsohn, 1998, p. 84).

#### 4.7.5 Authentic materials and second language learning

Authentic materials have significantly influenced second language teaching and learning.

##### 4.7.5.1 *Definition of authentic materials*

Authentic materials are a source of English in the real world for EFL/ESL learners. They can be defined as “any type of material, spoken or written text that has not been specifically designed for language-teaching purposes” (Nunan, 1989, p. 54; 1999).

##### 4.7.5.2 *Why authentic materials?*

Authentic texts and materials are often regarded as more interesting than traditional ESL textbooks because they are more up-to-date in their information and because they are produced for a real-life communication purpose. Authentic texts provide learners with knowledge of the world, knowledge of the norms of discourse, and linguistic knowledge. With these three types of knowledge, together with well-prepared activities in teaching, a higher degree of autonomous learning often develops in real-life learning (Little, Devitt & Singleton, 1994). Using authentic listening material in second/foreign language

listening was supported by Rost (1994), who confirmed that while authentic listening materials are challenging for foreign/second language learners, they encourage learners to understand the language the way native speakers use it. This listening can provide the learners with vocabulary, styles of speech and new patterns of language.

Lewis and Hill (1985) strongly supported the idea of using authentic material for foreign language learners as this type of material can give the second language learners the opportunity to experience 'real' aspects of language used by native-speakers in different natural settings. Field (2000) also asserted that authentic texts provide the learners with 'real' characteristics, while the simplified ones often lack such natural aspects as coherence and cohesion at text level and sentence structure. Morrison (1989) also argued that authentic materials provide EFL listeners with broader language aspects and experience of English in the real world than the traditional invented listening materials. A study on the effects of authentic oral texts on listening comprehension conducted by Herron and Seay (1991) confirmed that listening comprehension skills improve among foreign language learners when they have more opportunities to be exposed to authentic speech in the target language.

However, this type of text tends to be more difficult than that of the textbook because of the complicated constructions and broad vocabulary (Lee, 1995). Widdowson (1979) pointed out that the rhetorical structure of the materials should be appropriate to learners' needs and learning purposes. Authentic materials are interesting, motivating and useful for language learners, particularly non-native learners of English.

Wong, Kwok and Choi (1995) observed that authentic materials, including audio-materials, from the media can bridge the gap between language study in the classroom and language in natural situations. Teaching materials should promote both linguistic and communicative competence in learners (Bacon & Finnemann, 1990).

News as authentic material has been widely used in second and foreign language teaching. Morrison (1989) demonstrated the use of news broadcasts as authentic

materials, since authentic materials can serve the learners affectively to promote their interest in learning activities. Bacon (1992) pointed out that authentic listening materials can provide advantages for learners as an elaboration of the natural acquisition of language and structured learning in the classroom context. Zhao (1997) observed that authentic listening materials, especially foreign news broadcasts, are easily accessible. However, the use of computer-assisted speech-rate control was recommended to make the texts comprehensible. The speech rate can challenge or even threaten the listener who is unable to cope with rapid speech. For some advanced listeners, technological manipulation of the pace of recorded speech can be used to avoid boring slow-speed texts.

In EFL teaching contexts, it is often recommended that language learners be given opportunities to contact native speakers for authentic language interaction. However, such opportunities may often not present themselves readily. Using authentic material is an option for second language teachers to provide the learners with language in real situations (Rubin, 1975).

Second language learners are recommended to gain their language skills from the language used in different functions and everyday activities (Bialystok, 1981; Majhanovich, 1990; Pickard, 1996). However, in non-native contexts, teachers can provide learners with out-of-class language experience in real situations by using authentic materials. Ellis (1996) recommended that ESL learners be given more opportunities to practise language skills in authentic situations and natural settings. Much language acquisition occurs outside the classroom, so teachers should provide materials for teaching from language in natural settings.

#### 4.7.6 Videos and foreign language listening

Video-taped material has played a significant role in ESL/EFL teaching and there has been research in relation to using video in second language teaching.

Swaffer and Vlatten (1997) studied strategies in using images on videos for comprehension in foreign language listening. This study showed different techniques in using videos to develop foreign language listening comprehension and stated that language learners receive more than listening comprehension;

they can use visual images together with heard messages in their listening processes. This study also agreed with other researchers in this area that visual images on videos can allow foreign language learners to be exposed to a number of valuable sources of authentic language, a variety of dialects, different language registers and the cultural features of the target language.

McGurk and MacDonald (1976) found that 98% of the subjects in their study combined the two different sources of information from listening and watching. Their study confirms that vision enhances listening comprehension, and revealed that audio-visual input influences both young and adult learners; however, visual input influences the auditory perception of adults more than younger listeners. A study of listening instruction showed that the subjects who were exposed to videos throughout the experiment improved their listening by 50%, while those who had undergone listening activities with video only at the pre-test and post-test stages had only a 35% improvement (Thompson & Rubin, 1996). Visual clues in video were informative and they often supported listening comprehension in language learning (Balatova, 1994).

Thus, substantial exposure time to video-taped materials can help improve language learners' listening skills. However, the length of the listening excerpts should be appropriate for the language learners. Retention of information either for native or non-native speakers of the language is normally short. MacWilliam (1986) cited the study conducted by Vernon (1953) on the retention of information from excerpts on television. This study found that between six and seven minutes of information was the maximum for the native-speaking listeners and viewers. The excerpts for foreign language learners should therefore be shorter than this. The problem that foreign language learners encounter is that there is too much new information in each segment of video and this is considered cognitive overload for the foreign language learner.

The length of each segment of video listening material should be 30 seconds to three minutes (Swaffar & Vlatten, 1997). Segments shorter than two or three minutes can enhance the likelihood of the learner using the language in the segment for their comprehension. However, the learner's own language will be employed to organise the ideas of longer segments (Swaffar & Vlatten, 1997).

Several studies have been conducted on listening to information on video tapes, as it is commonly known that listening is a process related to speech and vision (Rubin, 1995b, Thompson & Rubin, 1996). Therefore, listening requires a great deal of linguistic activity to acquire comprehension. It is more natural for language learners to listen and watch the speakers simultaneously. In natural communication, listening and speaking always appear together. The actions or any other non-verbal behaviour of speakers might lead listeners to more listening comprehension than only listening without watching pictures. Lynch (1985) stressed that the relationship between visual and aural elements is important for the learners in retelling activities. Learners who can watch and hear or read can retain more information and can retell more of the original information than when they only listen or read.

Video-taped materials can provide learners with visual clues, physical context, facial expressions, gestures, and background settings. Even if language learners take only a quick look at the materials, they might understand the text immediately from the gestures, and facial expression, and they can read the speaker's lips. These factors are essential for successful listening comprehension (Underwood, 1989). This idea is relevant to what was asserted later by Duzer (1997); that visual support as well as diagrams, gestures, facial expressions and body language can facilitate listening comprehension and cognitive strategies when the learner interprets them correctly.

A study conducted with beginning English students in Thailand reported that students learning through visual and auditory strategies had higher achievement scores than those learning through only auditory strategies (Wangsotorn, Sripaipan, Rattanaprucks, Jarunggidanan, Singkalwanij & Vejaphurti, 1986). The benefit of visual information in listening was also asserted by Rubin (1990), who supported the idea that sufficient clues from well-selected video can enhance language listeners' information processing.

The research on listening comprehension training by Rubin (1990) found that students who were trained using video dramas improved significantly better than students who had no video support in their listening training.

#### 4.7.7 Motivation in second language learning

In the second-language learning context, the term 'motivation' is often used as a simple explanation of achievement. The definition of motivation, therefore, refers to "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985, p. 10). Motivation that leads to achievement in second language learning is based on the combination of the learner's effort, desire, and favourable attitudes towards learning. Without motivation and attention in a language task, it is difficult to develop language comprehension (Samuels, 1984). However, Ellis (1985) addressed an interesting issue related to motivation and success in learning, stating that it is not known with certainty whether motivation produces achievement or achievement produces motivation.

Motivation is significantly influential in the second language learning achievement of any individual. The term 'motivation' is defined as "an inner drive, impulse, emotion or desire that moves one to a particular action" (Brown, 1994, p. 152). Noels, Pelletier, Clement and Vallerand (2000) discussed two types of motivation as previously classified by Gardner and Lambert (1972): instrumental and integrative. Instrumental motivation often occurs as an inner drive for second language learners; for example, those circumstances where second language is taught as a foreign language. The main purpose of learning a second language in such an environment is to achieve certain goals; for example, to gain high grades in the course, to study further in English-speaking countries, or to meet job requirements. On the other hand, in the context where language is taught as a second language, or where the target language is used as a means of communication in the community, integrative motivation often appears in the learners' learning desire. The other two terms used to describe motivation in second language learning are intrinsic and extrinsic (Littlewood, 1984; Deci & Ryan, 1985). Noels et al. (2000) argued that integrative motivation can be similar to intrinsic motivation when the aspect of positive attitudes toward language learning is taken into account; on the other hand, when the activity performed does not provide enjoyment, the integrative motivation can be considered as extrinsic motivation. According to the role of motivation in foreign language learning, there are four main sources of

motivation: materials/teaching used; the constraints and reward involved; the amount of success achieved; and the goals of the student (Skehan, 1989).

#### 4.7.8 Motivation and learning strategies

The levels of motivation and types of strategies in learning an individual foreign language differ. A study of language learning strategy use and motivation in foreign language learning by Okada, Oxford and Abo (1996) indicated that motivation is often higher in learning more difficult languages. This is because the learner has to put a great effort into trying to cope with the stress of a difficult situation. The findings of a study to investigate the level of motivation of English native college learners and the strategies they used in learning Japanese and Spanish indicated that learners of Japanese were more motivated than those of Spanish. The Japanese learners used a wider range of strategies, and used them more frequently than the Spanish learners (Okada et al., 1996). This study did not investigate the language performance of the learners; however, it cited the study by O'Malley and Chamot (1990), which found that improvement in using learning strategies can lead the learner to better performance. In addition, this study suggested that activities in language learning are necessary to enhance the learner's motivation, which can maximise language learning.

In a study of foreign language learning, more motivated students use strategies more often than those who were less motivated (Oxford & Nyikos, 1989).

### 4.8 Summary

This chapter has reviewed theories and research that form the conceptual framework for the investigation in relation to EFL/ESL listening skills and strategy instruction. These include language learning skills, listening skills, focusing on theory, and roles in second/foreign language learning. Characteristics of listening skills, types of listening, and factors involved in the listening comprehension process have been taken into account as previously investigated issues in relation to the present study. In addition, research related to listening strategies, listening difficulty for second language students, second language learning strategies, and teaching issues in relation to strategy

instruction, particularly a strategy-based approach to listening instruction was reviewed. Moreover, findings of research prior to this study—especially the aspects related to authentic material, and the influence of videos and foreign language listening—have been identified as a significant background to the present study. Motivation in second/foreign language learning and issues on learning strategies have also been presented.

The next chapter (Chapter 5) presents the methodology of the study in Phase I and Phase II.



## **CHAPTER 5 METHODOLOGY**

### **5.1 Overview**

This study was an investigation of EFL student strategies in listening to TV material. It was conducted in two phases, and included a pilot study.

The main aims of Phase I were to survey the types and frequency of difficulties encountered by Thai university EFL learners, to examine the range of strategies used by students when listening to authentic English TV texts, and to assess the listening performance of the students. Three types of TV texts (i.e., news, lifestyle programs, and commercials) were used. The data relevant to the three aims of Phase I were collected by means of open-ended questions for written responses from two groups of participants in standard classroom settings.

In Phase II, a structured listening program was designed and implemented. This was an exploratory attempt to increase the use of appropriate strategies by EFL learners when listening to television news. The Structured Listening Program (SLP) was devised and administered specifically for this investigation. It was based on a strategy-based instruction approach in which a small group of Thai undergraduate EFL learners volunteered to undertake the 18-session program. Both qualitative and quantitative data collection methods were used in this phase of the study.

In this chapter the methodology of the pilot study and the two main phases of the study are described.

### **5.2 Pilot study**

A pilot study was conducted firstly to develop appropriate materials and secondly to assess the most practical and appropriate research procedures for collecting reliable data in Phase I of the main study. The pilot study followed standard research practice (Marshall & Rossman, 1999).

For the pilot study, five Thai EFL teachers and students (who were visiting the University of Tasmania) volunteered. They all shared the following

characteristics: (1) they had been actively involved and experienced in Thai EFL teaching and learning contexts, (2) they were capable of giving feedback on the procedures and instrument selected for the sophisticated research design, and, (3) the students and teachers had similar backgrounds and experience to those who would be involved in the main study. These participants were recruited in Tasmania where the pilot study was conducted.

### 5.2.1 Development of listening materials

Several sources of authentic materials are currently available for EFL learning and teaching. Television is one of the most easily accessible sources of contemporary authentic texts. Authentic TV texts provide learners with many characteristics of 'real-world' English (Davis, 1997). However, feedback has suggested that EFL teachers and students find TV material difficult to access and it is underused as authentic material for teaching EFL.

To take advantage of such an easily accessible resource of 'real' English, three categories of TV texts—news, lifestyle programs, and commercials—were randomly recorded from Australian national television programs in Tasmania between May and June 1997. These three categories of television texts were selected as they contained a variety of information that requires a wide knowledge range and exposure to a variety of styles of contemporary English.

*Selection of segments:* Two segments from each of the three categories (news, lifestyle programs, and commercials) were selected for the pilot study listening sessions. The selection of the segments was based on two criteria: (1) human-interest topics, and (2) suitable segment length (between 30 seconds and 2.5 minutes).

*Rationale:* These selection criteria were chosen for two main reasons:

1. Topics of general human interest would expose learners to 'real-life' listening and provide intrinsic motivation for the learner. Theoretically, topics of listening materials that are relevant to the learners' interest often lead learners to better performance in listening (Mendelsohn, 1994); and

2. The length of a segment for listening and viewing within the range of 30 seconds to 2 minutes (but not longer than 2.5 minutes) had been recommended, as previous research has indicated that the concentration of students is limited for this type of material (Thompson & Rubin, 1996).

*Procedure:* The pilot study was conducted in five listening sessions. This was sufficient to provide appropriate information for developing the materials and trialling the study methods. Both group and individual listening activities were trialled.

### 5.2.2 Participants

There were five participants in the pilot study. Three of the participants were Thai postgraduate students who were taking a short course in Teaching English to Speakers of Other Languages (TESOL) in the Faculty of Education at the University of Tasmania. The other two participants were visiting Thai university EFL lecturers who had joined the same course as the postgraduate students. The participants volunteered to be involved in the study and were highly motivated.

### 5.2.3 Development of survey items

The survey items were open-ended questions developed to obtain the participants' responses in relation to any difficulty encountered, strategies used, and the main points gained when listening to three types of TV text. The responses to the open-ended questions would also provide the participants' views in relation to the appropriateness of TV text types, question types, and data collection procedure for the main study.

The types of questions devised to gain information were designed to be appropriately short, comprehensible, simple, and were based on the characteristics of open-ended questions recommended by Neuman (2000). These questions enabled the research participants to report sufficient substance related to the research questions. Although there is no firm limit on the number of questions in a questionnaire, the length of a questionnaire depends on the type of survey and the respondents' characteristics (Neuman, 2000).

The open-ended questions used in the pilot study were written in English, then translated into Thai (the participants' first language). This was done for the purpose of ensuring clarity of meaning (see questions in Appendix B).

#### 5.2.4 Development of listening activities

Two segments in each category of TV texts (news, lifestyle programs, and commercials) were used in the listening activities and tasks of the pilot study sessions.

One segment of each TV text type was presented at each of the six listening sessions. The participants listened to the segment as a group and then gave individual English or Thai written responses assessing the listening difficulties they had encountered, strategies they had used, and their comments on the appropriateness of each segment as listening material for Thai undergraduate EFL students. Their ideas as to the appropriateness of each TV text type for use as listening material with Thai EFL university students were shared verbally during group discussion. Guided questions in relation to the difficulties encountered and strategies used with the TV texts, and the appropriateness of the TV texts, were also discussed by the group.

All the interviews and discussions were audio-taped. The information gained from the participants was analysed to find out what types of listening materials the participants felt were of most interest (from a teaching and learning point of view). Additionally, consideration was given to appropriateness regarding levels of difficulty for EFL learners, as well as topic areas covered in the listening texts. Opinions and suggestions from each participant during the discussion, together with their views expressed on the written answer sheets, were used as a basis for selecting the topic areas of TV news, lifestyle program and commercial segments for the data collection in Phase I of the study.

### **5.3 Methodological issues**

This research study was a two-phase investigation conducted in a Thai tertiary EFL context. Phase I was a survey of three main aspects of listening in EFL classrooms; difficulties, strategies, and main points comprehension

performance, with three TV text types (news, lifestyle program, and commercials). In Phase II, by contrast, a teaching program was implemented and evaluated. It was conducted in an informal setting outside the standard classroom. These methods in the two parts of the study reflect the different aims and nature of the two phases of the study.

Both quantitative and qualitative research methods were used. The qualitative study in Phase II was designed on the basis of the results of the quantitative study in Phase I. Using verbatim comments from the participants to support the findings for each research question of Phase II in this study is one of the characteristics of qualitative research recommended by Creswell (1998). In addition, the documented strengths and limitations of both quantitative and qualitative research (i.e., Creswell, 1998; Burns; 2000; Silverman, 2000) were taken into consideration in the research methods for this study.

### 5.3.1 Rationale for selection of the methodological approaches

A quantitative survey approach was considered appropriate for Phase I of the study because the main aim of this phase was to survey the difficulties encountered and the strategies used by EFL students, as well as assessing their main points listening performance when listening to three types of TV texts.

The aim of Phase II, by contrast, was to evaluate a Structured Listening Program designed for the explicit instruction of appropriate listening strategies with TV news. It was a smaller scale and exploratory study compared to Phase I. Qualitative data analysis was mainly used in Phase II. This type of study would be advantageous as a qualitative study in a foreign language research context often leads to three levels of research report: specific description, medium-rank description, and general description (Erickson, 1991).

The selection of the research methods in this study was based on a number of factors: previous research, standard research methodology, and research in applied linguistics. This has indicated that the choice of research design depends on the nature of the research questions and the availability of the resources for each study (Packard, 1991). The methodology selected for this two-phase study was a mixed form of research traditions, which provided both statistical and

interpretive findings. Such an approach has been accepted as appropriate for research in applied linguistics (Grotjahn, 1987; Nunan, 1992).

Retrospective reports in this study appeared in two forms: (1) individual writing to answer open-ended questions related to the proposed research questions, and (2) group discussion with guided questions relevant to the research questions.

There were several reasons for the selection of retrospective reports in this study. Retrospective reports without interruption while listening to each TV text were considered an appropriate approach to gain data for this study, as they create listening activities close to real-life listening. As in everyday life listening, there is no interruption for required responses to questions when people view or listen to television programs. This was considered to be preferable to methods used in previous studies. Most previous research into language listening strategies have used a 'think-aloud' approach in which the respondents are provided with the opportunity to reveal the required information while performing the listening tasks. In such cases, the thinking process is interrupted.

1. Retrospection is the process in which the respondents in the data collection group report information related to the language task a short time after the task is completed (Nunan, 1992). The participants in this study provided the responses to the open-ended questions soon after listening to the text. They also had to observe and then report on the way they used strategies. Hence, retrospection was used in this phase of the study. This process is included in self-observation, which is among the three types of verbal reports described by Cohen (1983, 1998): self-report, self-observation, and self-revelation. Self-revelation has been used in studies of all four language skills to obtain the ongoing mental processes related to the language strategies used in the language task achievement (Anderson & Vandergrift, 1996). The retrospective technique has provided the characteristics of the mental process of language perception processes of the second language learners (see Hosenfeld, 1976; Murphy, 1985; Vandergrift, 1992; Anderson & Vandergrift, 1996).

2. Verbal report was used in this phase as it has been shown to be a beneficial approach, in both native and second language learning investigations. It has been used in comparable studies to gain information about language learning and language use strategies (Cohen, 1996). Hence, this type of method for investigating language learning strategies was considered appropriate for the objectives of this study.
3. Using both written and spoken retrospective reports to gain the data for this study accorded with a commonly used technique to improve internal validity called triangulation, which is defined as “the use of two or more methods of data collection in the study of some aspect of human behaviour” (Burns, 2000, p. 419). A triangulation approach employed to gain data from different sources using different methods can provide corroborating evidence to strengthen the reliability of the data, theme and perspective of the research (Merriam, 1988; Patton, 1990; Miles & Huberman, 1994; McDonough & McDonough, 1997; Creswell, 1998, Neuman, 2000; Burns, 2000).

### 5.3.2 The main procedures of data collection

The main procedures of data collection in the two phases of the study were:

#### Phase I

- Participants in two classes were presented with three TV text types (news, lifestyle programs, and commercials).
- Survey of difficulties: each participant completed the open-ended questions in the worksheet. Both English and Thai were used in the questions, and the participants could use both languages in their written responses.
- Survey of strategies: each participant completed the open-ended questions in the worksheet individually. Both English and Thai were used in the questions, and the participants could use both languages in their written responses.

- Survey of the main points listening performance: each participant completed the open-ended questions by writing the main points of each TV text. They were allowed to use both English and Thai in their written responses.

### Phase II

- Six participants were provided with an 18-session Structured Listening Program (SLP), using TV news as the teaching and learning texts. It was conducted outside a standard classroom.
- In each session, a TV news segment was presented, explicit instruction on strategies was given, formative and summative assessment were conducted: each participant completed a worksheet in relation to the strategies used while listening, and the main points gained from the listening text; then a group discussion was conducted. The discussion was audio-recorded.
- The detailed activities in each session of the SLP varied in structure (see Appendix C).

The next section of this chapter details the methodologies used in Phase I and Phase II of the study.

## **5.4 Phase I**

Phase I was designed to investigate what students found difficult about listening to TV texts, what strategies they used and what level of listening performance they displayed. The data were collected from two classes of third and fourth year university EFL students in Thailand ( $N = 47$ ).

The research questions for Phase I were: (1) What difficulties did Thai undergraduate EFL learners encounter when they listened to three types of English TV texts?; (2) What strategies were used in listening to authentic English TV texts?; and (3) What level of listening performance did the students display in relation to TV texts?



### 5.4.1 The selection of listening materials

There were three main reasons for selecting listening materials from television for this study. One was to take advantage of an easily available but still a largely underused source of current, authentic English for EFL teaching and learning, especially in non-English speaking countries. A second reason was that little research has focused on listening strategies related to television texts, particularly in the teaching contexts where students' exposure to English native speakers is rare. The third reason was that authentic materials have recently been strongly encouraged for use with EFL learners, as they provide experience in and familiarity with the way English is used in natural contexts and in 'real' situations (Underwood, 1989). The benefits of using authentic texts in teaching and learning a second or foreign language have been confirmed by many researchers (Widdowson, 1979; Rivers, 1981; Lewis & Hill, 1985; Morrison, 1989; Herron & Seay, 1991; Bacon, 1992; Rost, 1994; Wong, Kwok & Choi, 1995; Zhao, 1997; Field, 1998). However, some types of authentic English texts are still not widely used in practice, as many instructors still have uncertainties in relation to selection, use, and effectiveness of authentic texts in second language listening (Berne, 1996).

Television as a medium offers two main benefits as a source of authentic materials for EFL learning: (1) it provides a variety of English, and (2) it is widely available. The benefits of television as a source of English teaching material are as follows:

1. It is an easily accessible and inexpensive source of good quality authentic listening material.
2. The English used in television programs varies in function, style, accent, purpose, and setting, providing a wide range of listening experiences; and it is internationally accessible.
3. It provides a variety of interesting and motivating programs for EFL students, and can be selected to suit the different purposes of teachers and skills of the range of English language learners.

4. The language and content in most TV programs are produced for English native-speaking audiences, but topics are often of international relevance.
5. The programs are produced for native-speaking audiences; they are not produced explicitly for EFL teaching purposes, so the television broadcasts are considered 'authentic' (Nunan, 1989). The benefit of using authentic materials is indicated by Morrison (1989) in his view that various authentic listening texts allow the learners to experience 'real' English.
6. Television broadcasts give EFL or ESL learners an opportunity to be exposed to 'real' functional English and hence to improve their language competence through viewing/listening to the language in natural settings.
7. TV is a mass audience broadcast. Therefore, the level of difficulty of English is designed for the broadest possible listening audience.
8. Previous research has pointed out that using TV broadcast as texts for teaching English in ESL/EFL contexts enhanced the listening skills development of the learners (Poon, 1992; Siniscalco, 1996).
9. Supportive material is usually available in other media (i.e., from news programs presented on-line and in newspapers).

#### 5.4.2 Material preparation

Three types of TV programs—news, lifestyle programs, and commercials—were randomly recorded from different television channels with various program hosts and newsreaders. The programs were broadcast in Tasmania, Australia between May and September 1997. The characteristics of each TV text type selected for this study are presented in Chapter 3.

Each TV segment was selected if it was considered suitable for the learners' attention and memory span. This accords with Thompson's (1995) view that oral listening passages should not be longer than two to three minutes.

Thirty-five segments were initially selected from TV broadcasts. These 35 segments were varied according to program type: 13 segments of news, 11 segments of lifestyle programs and 11 segments of commercials. A verbatim transcription was made of all 35 segments. The transcription was initially made by the researcher, then checked by a native English speaker for accuracy. The transcription showed the number of words used, as the length of the segment was used as one of the criteria for selecting appropriate segments for the study.

Of those 35 segments of TV texts prepared, 14 segments were selected for this study, one for each of the 14 listening sessions designed for Phase I of the study. The texts from each TV category were selected on the basis of the feedback made by the participants in the pilot. These included six segments of news, four segments of lifestyle programs, and four segments of commercials (see Appendix D).

Two parallel segments in each category (news, lifestyle programs, and commercials) were selected to be used in the three sessions in Assessment 1 and three sessions in Assessment 2. The other eight segments (4 news, 2 lifestyle program, and 2 commercial segments) were used in the eight listening practice sessions, which were conducted between the Assessment 1 and Assessment 2 sessions. This is shown in Table 5.1.

**Table 5.1 The number of segment and type of TV texts used in Phase I**

<b>Listening sessions</b>	<b>News</b>	<b>Lifestyle programs</b>	<b>Commercials</b>
Assessment 1	1	1	1
Listening practice	4	2	2
Assessment 2	1	1	1

The selection of each pair of texts for the Assessment 1 and Assessment 2 sessions and for the eight listening practice sessions were based on the following criteria:

1. the length of the segment, which was about two minutes for TV news, three minutes for TV lifestyle programs, and 30 seconds for TV commercials; and

2. the topics, which were related to general social events and tips for everyday activities (i.e., de facto relationship, marathon swimmer, room decoration).

#### 5.4.3 Recruitment and characteristics of the participants

Phase I was designed to be conducted with upper-intermediate/advanced EFL university learners in Thailand. One of the reasons for selecting this focused group for the investigation was that EFL students at this level are likely to have a high level of proficiency and commitment towards using English in their career or further studies after they leave the formal learning system of a university.

The participants were two groups of third and fourth year students ( $N = 47$ ) studying English as a major or minor subject in the 1997 academic year in a Thai university (see Appendix E). The students in each group, studying the elective course, 'Listening and Speaking', volunteered to participate in this listening program. The English proficiency of the students in both groups was reported by the lecturer of this course to be upper-intermediate/advanced level.

The students' participation in this study was voluntary; they were informed of the nature and the purpose of the research. The consent forms were signed after the students understood the study activities involved. Ethical approval was given by the Human Research Ethics Committee of the University of Tasmania.

As indicated, the recruitment of participants for this study was done on the basis of the availability of the samples whose characteristics, in terms of their English proficiency level, were relevant to the focus group of EFL learners designated for investigation. Opportunity or purposive sampling used to select a sample that has the characteristics to serve the purposes of the study is acceptable for budgetary convenience and accessibility of the research subjects (Burns, 2000).

This sample was considered appropriate for this study in that the characteristics of the undergraduate EFL learners with their particular qualifications previously stated can be recruited from any Thai university. In addition, research in EFL conducted by teachers, using a sample from natural language classroom settings,

has often contributed to various practical outcomes in terms of knowledge creation, curriculum development, teaching methods and teaching materials (McDonough & McDonough, 1997). Research samples gained from the purposive sampling approach are likely to provide the most valuable data for the research questions (Denscombe, 1998).

One group of students (Group 1) was then selected as a standard-practice group, and the other (Group 2) was a guided-practice group. This was done on the basis of a non-randomised control group pre-test/post-test design (Burns, 2000). The purpose of assigning two groups was for the investigation to survey the listening performance of the learners who used their own strategies in listening to the television texts (standard-practice group) and those who were introduced to or provided with strategies (guided-practice group).

There were 26 students in the standard-practice group and 21 in the guided-practice group.

#### 5.4.4 Phase I data collection

Fourteen listening sessions were designed for the data collection of Phase I. These 14 sessions were applied to the two groups of the participants. The research design of the data collection procedures in Phase I is shown in Table 5.2.

**Table 5.2 The research design for data collection, Phase I.**

<b>Listening sessions</b>	<b>Group 1 (N = 26)</b>	<b>Group 2 (N = 21)</b>
Assessment 1 sessions	1 news, 1 lifestyle program, 1 commercial segment	1 news, 1 lifestyle program, 1 commercial segment
Listening practice sessions	Standard-practice 4 news, 2 lifestyle program, 2 commercial segments	Guided-practice 4 news, 2 lifestyle program, 2 commercial segments
Assessment 2 sessions	1 news, 1 lifestyle program, 1 commercial segment	1 news, 1 lifestyle program, 1 commercial segment

One segment from each category of listening materials was presented to the participants in each group. One segment was presented in each listening session. Each listening session was carried out during the first 30 minutes of each 50-

minute period of the course, 'Listening and Speaking', which took place twice per week.

*Assessment 1 and Assessment 2 session procedures:*

- Three Assessment 1 sessions (1 news, 1 lifestyle program, and 1 commercial segment) were conducted before the 8 listening practice sessions.
- Three Assessment 2 sessions, (1 news, 1 lifestyle program, and 1 commercial segment) were carried out after the listening practice sessions.
- The video-tape of each selected TV segment was shown once only and the participants then answered the open-ended questions on the worksheet (see Appendix F). Allowing the participants to listen to and view the segment once only was decided in order to create a similar situation to real life where TV broadcasts would be viewed once only.
- The participants were allowed to use both English and Thai in their written responses to all questions (e.g., difficulties encountered, strategies used, and the main points of the TV texts).

*Rationale for using open-ended questions:* Open-ended questions were selected to gather the data for this study. They provide the learners with the freedom to use their own ideas in expressing the responses, not just to read a survey questionnaire and put a tick on a list of available answers. According to Neuman (2000), Some further advantages can be gained from using this type of question: Participants can answer in detail and can qualify and clarify responses. Hence, rich detail in the form of self-reported information might emerge from the responses, as well as some unanticipated results.

Support for using a written response procedure for gaining the answers to the open-ended questions emerged from the pilot study. The participants in the pilot study reported that they felt more comfortable writing responses, rather than responding verbally, as this allowed them sufficient time to recall what they had

heard from the listening segment. Moreover, the responses written by each individual were not influenced by any other participant in the group.

*Listening practice sessions procedures:* After the three Assessment 1 sessions, both groups were involved in listening practice, using the three types of TV texts. One TV text was presented at a time, but this time the participants viewed each segment twice.

*The guided-practice group:*

- General listening strategies (e.g., inferencing, visual images inferencing, key words, and elaboration strategies) were introduced to the participants.
- After listening to the TV texts once, each participant answered the questions in English and/or Thai on the worksheets provided. The questions were related to difficulties encountered, strategies used, and the main points gained from the TV texts. This was done for listening skills practice and student self-assessment in terms of strategies use and the main points listening performance.
- The strategies employed, together with the information derived from the first listening, were discussed before viewing the same TV text for a second time.

*The standard-practice group:*

- The participants were encouraged to use their own strategies and there was no discussion before the second viewing.
- Each participant answered the questions in English and/or Thai on the worksheets provided. This was done for listening skills practice and student self-assessment in terms of strategies use and the main points listening performance.

*Rationale for using both languages:* The reason for allowing the participants to use both the target language (English) and their first language (Thai) was to make the participants as comfortable as possible in expressing the information

required, without any constraints of language. This accorded with the suggestion that responses would be more productive if learners were allowed to use their mother tongue to express particular ideas that might be beyond their target language competence (Little & Singleton, 1991). Allowing learners to use the language they are fluent in to give responses in relation to language learning strategies has also been encouraged by Anderson and Vandergrift (1996).

#### 5.4.5 Data analysis procedure

The written responses from the two assessment sessions (Assessment 1 and 2) were administered and displayed in tabular form, showing group, participant number, and the answers for each question, in Thai and/or English.

In order to gain reliable data, any part of the answers which was written in Thai was translated into English by the researcher and then checked by two EFL teachers, one of whom is a native English speaker (an American who has been teaching English in Thailand for more than 10 years and can use Thai competently). The other is a native Thai-speaking teacher who has been an EFL teacher for more than 20 years. Some corrections to the translations were suggested by the two EFL lecturers, and changes were made.

The purpose of the data analysis was to ascertain the strategies, difficulties, and the main points listening performance reported by the participants in listening to three types of TV texts (6 segments) used in the Assessment 1 and 2 sessions.

The coding of the participants' responses was carried out using three separate procedures:

1. Procedures for analysing the listening strategies reported by the participants:
  - Any part of the responses related to strategies was recorded in tabular form. This showed the types of strategy used by each participant in each group, categories of listening materials, (i.e., news, lifestyle programs, commercials), listening sessions (Assessment 1, Assessment 2), and total number of each type of strategy used by the participants in each group. The frequency of strategies used by each participant was then computed.



- All the strategies recorded in tabular form were then categorised by grouping each strategy type (words, phrases, and sentences as stated by each participant) into 8 strategy categories. These strategy categories were mainly based on the key learning strategies in second language acquisition as devised in three previous studies (O'Malley & Chamot, 1990; Oxford, 1990; Vandergrift, 1997a) (see Appendix G).
2. Procedures for analysing the difficulties reported by the participants.
- The difficulties reported by the participants were analysed using the same procedures as those used to carry out coding of the strategies.
  - The reported types of difficulties were then categorised into 7 difficulty areas, devised, by the researcher and based on general difficulties encountered by second/foreign language learners (Lewis & Hill, 1985; Anderson & Lynch, 1988; Underwood, 1989; Nunan, 1991; Kitao & Kitao, 1996; Duzer, 1997) (see Appendix H).
3. Procedures for analysing listening performance to the text main points:
- As responses derived from the participants were written answers to open-ended questions (essay-type information), a triangulation technique was employed for verification of the main points assessment (Burns, 2000): two examiners awarded scores for the main points responses.
  - The responses were first marked by the researcher, then, based on the same marking guidelines, marked by a trained assistant. The inter-rater reliability of the scores in each group and each type of TV texts varied, ranging between  $R = 0.97 - 0.99$  (see Appendix V). This was calculated by using Spearman rank correlation (Lewis, 1973, p. 57-58; Wangsotorn, 1996). The researcher and the trained assistant discussed some items that showed disagreement in the scores initially given. The scores derived from the agreement between the researcher and the trained assistant were used in the statistical analyses.

*Marking procedures and guidelines:*

- The main points of each listening text used in both the Assessment 1 and the Assessment 2 sessions (news, lifestyle programs and commercials) were summarised by the researcher from the transcript of each TV text. These were used as a basis for awarding marks to the participants' responses on the worksheets.
- Criteria for marking were set: 10 points were awarded for any correct main point; one mark was awarded for every subsidiary point (any of the responses that were close to the main points of the text).
- Marking the responses in the Assessment 1 session using TV news text was conducted for both groups continually; then marking the responses in the Assessment 2 session was carried out.
- The same marking procedure was used with the responses for the main points of the lifestyle program and commercial texts in both Assessment 1 and 2 sessions.
- The scores were presented in tabular form, showing the participants distributed in group 1 and group 2. Each column in the table displays the scores for the main points from each segment, scores of subsidiary points relevant to the main point, combined main point and subsidiary point scores, and combined scores for the two groups from each type of listening materials (see Appendix I).

The combined scores of the main points and subsidiary points in each listening text were computed and recorded in tabular form which displays the scores of the two groups with the main points listening performance separated into columns for news, lifestyle programs and commercials (see Appendix I).

#### 5.4.6 Summary of Phase I procedures and data treatment

- The data in Phase I of the study were obtained from the two groups of undergraduate EFL students when they listened to the three types of TV texts (news, lifestyle programs, and commercials). Their responses to the

questions in the Assessment 1 and Assessment 2 sessions were used for the analysis of the findings in relation to difficulties, strategies, and the main points listening performance.

- A three-part listening program consisting of Assessment 1 sessions, listening practice sessions, and Assessment 2 sessions was designed for the two groups of participants (standard-practice and guided-practice groups). Eight listening practice sessions were carried out between the Assessment 1 and Assessment 2 sessions.
- The written responses of the participants in 3 Assessment 1 sessions (1 news, 1 lifestyle program, and 1 commercial text) and the 3 Assessment 2 sessions (1 news, 1 lifestyle program, and 1 commercial text) were analysed according to the established procedures (see Appendix J).

## 5.5 Phase II

Phase II of this study was an extension of Phase I. The conceptual framework and relationship between the two phases of the study is presented in Table 5.3 below:

**Table 5.3 Conceptual framework of Phase I and Phase II studies**

Phase I	Phase II
Survey of difficulties and strategies	Intensive SLP for listening strategy development
Three types of TV texts (i.e., news, lifestyle programs, and commercials)	TV news texts only
Large sample ( $N = 47$ )	Small sample ( $N = 6$ )

The methodology of the study in Phase II will be discussed in detail, focusing on five research aspects: participants; listening material, a structured listening program, data collection, and data analysis.

### 5.5.1 Participants

A purposive sampling method was used to recruit six tertiary EFL students to be participants for the Structured Listening Program (SLP).

*Sampling method:* A purposive sampling method was adopted to recruit the six participants for this study. Such non-probability sampling is well known and widely used as a sampling strategy in qualitative research (Merriam, 1988). This phase of the study aimed to gain informative data in relation to strategy development in listening to English TV news. In-depth investigations can be conducted with a sample derived from purposive sampling (Neuman, 2000).

*Number of participants:* Six undergraduate EFL students (see Appendix E) were selected in cooperation with an EFL lecturer who taught the 'Listening and Speaking' course to two classes of students. The students' general English proficiency in those two classes was reported as upper-intermediate/advanced. Six students participated voluntarily in the listening program after they had been given the information sheets and had signed the consent forms.

Six participants could provide substantial meaningful, valuable and rich information for the study. While there are no exact regulations for sample size in a qualitative inquiry, the sample size or the number of participants depends on the purpose of the inquiry. This accorded with Patton's (1990) assertion that there are advantages of using a small sample for gaining meaningful and rich information.

### 5.5.2 Listening material for the SLP

To provide an opportunity for the EFL learners to experience a range of English in the real world, both current international news and local Australian news segments were selected as listening materials in this phase of the study. Eighteen TV news segments were used, one in each of the 18 sessions of the SLP.

*Current international news:* Twelve segments of current international news recorded during the data collection period were used in the SLP (see Appendix M).

*Local Australian news:* Six segments of local Australian news used in Phase I were also selected for use in Phase II (see Appendix N). The reason for using the same news segments was to open the opportunity for comparison of the main points performance between Phase I and Phase II.

The general purpose of using both local Australian news and current international news was to provide the opportunity for the participants to experience listening materials which were varied in content, and linguistic and socio-linguistics aspects as they are used in the real world. Also, the participants would select specific strategies as instructed in the SLP for both news sources, especially with local Australian news, which were not broadcast or printed in other media at the time the data collection was carried out (see Appendix L for the 18 TV news topics used in the 18-session SLP).

### 5.5.3 The Structured Listening Program (SLP)

A Structured Listening Program was designed for Phase II. It was composed of 18 listening sessions, based on research and theories in second/foreign language teaching and learning available in the EFL literature (Honeyfield, 1991; Stern, 1992; Nunan, 1993; Mendelsohn, 1994, 1995, 1998; Nunan & Lamb, 1996; Cohen, 1998).

#### 5.5.3.1 *Background to the SLP*

Several aspects were taken into consideration in designing and using the SLP: (1) the objectives of the study; (2) the English proficiency level of learners; (3) the types of texts or materials; (4) the teaching approach; (5) the types of tasks; (6) the learners' roles; (7) the learning modes; and (8) the types of assessment. All of these basic principles are related to theories of second language learning and acquisition in terms of psycholinguistics as well as the learner's cognitive domain. Similar factors are often taken into consideration in language syllabus design (Stern, 1992).

The design of the listening tasks in the SLP were based on tasks in a language syllabus as recommended by Nunan (1993). He stated that tasks in a language program should be associated with three issues: (1) what language learners normally do in the real world, (2) the nature of successful language communication, and (3) the characteristics of second language acquisition. These three issues were related to the SLP in that the listening activities in the SLP were designed to provide the participants with the opportunities for listening to English in the real world (English TV news), sharing listening

strategies with peers during the group discussions, self-assessing their individual listening performance, learning from the instruction by the teacher, and developing independent listening.

#### 5.5.3.2 *The SLP structure (see Appendix C)*

The model of the SLP was designed on the basis of three key factors: input, process, and output. These key factors included structured, scaffolded listening tasks; listening material; learner's roles; learning modes; and assessment. The students participating in the SLP were trained to develop their listening strategies by moving gradually from teacher-directed listening activities and tasks to self-directed or independent listening.

English TV news was used as listening material in the 18-session SLP. TV news video-recorded from two sources (current world news and local Australian news) were used in the 18-session SLP.

The process of the SLP consisted of the subject matter, learning modes, learners' roles, and assessment.

**Subject matter** was the strategy types taught in the SLP. The program provided structure by introducing general strategies in the first half of the SLP (Sessions 1–7), followed by the explicit instruction of specific strategies in listening to TV news (Session 8), and then the use of both general and specific strategies were encouraged in every session for the rest of the SLP (Sessions 9–18).

**Learning modes** in the SLP consisted of individual work, pair work, and group work. This was done to provide the participants with the opportunities to develop their strategies in listening to English TV news by investigating their own strategies, and sharing strategies with peers to gain the main points of TV news texts.

**Learners' roles** were structured by providing the opportunity for the participants to practice listening in teacher-directed listening activities, facilitated listening activities, and finally, independent listening activities.

The issue of learners' roles tends to be significant in the design of language activities design. In most EFL language classrooms, where the individual class size is rather large, learners are assigned activities to perform as pair work, group work and individual work. For the purpose of providing opportunities for each learner to use a language as much as possible, the literature suggested that the smaller the number of learners in each group, the better they were able to practise the language skills, especially speaking. It is suggested that the appropriate number of participants in a group for a language task should be limited to five (Nunan & Lamb, 1996), although, between two and six learners is also accepted (Honeyfield, 1991).

**Assessment** was structured by using formative and summative assessment.

Formative assessment was conducted to provide the participants with the opportunity to develop listening strategies in performing the tasks, to experiment using strategies suggested by peers, and to evaluate their listening performance during the program. In addition, formative assessment provided the researcher with the opportunity to evaluate the tasks and activities designed for the program.

Summative assessment was used in the final sessions (17 and 18) of the SLP, to evaluate the SLP and its outcomes in terms of strategies use, as well as the participants' TV news main points comprehension performance. These two types of assessment in a language program were included in three types of language testing (i.e., formative, summative, and predictive) as asserted by Shohamy (1991).

#### 5.5.4 Data collection

Data collection in this phase was conducted using the SLP, which consisted of 18 listening sessions. Each session lasted about 30 minutes. In order to provide the participants in the study with the opportunity to gradually develop and practise listening strategies through the instruction, the SLP was used as a basis for the listening activities during the data collection procedure. This is shown in Table 5.4 (see Appendix C for details of the activities in the SLP).

**Table 5.4 The Structured Listening Program (SLP)**

	Sessions	Activities and tasks	Learners' roles	Learning modes
<b>General strategies</b>	1	Study introduction and strategies investigation	Directed	<b>Pair work/group work/individual work</b>
	2	Introduction to general listening strategies	Directed	
	3	Listening training with target language warm-up and inferencing strategies	Directed	
	4	Listening training, focusing on elaboration strategies	Directed	
	5	Listening training with visual images inferencing strategy	Directed	
	6	Listening training with key words strategy	Independent	
	7	Formative assessment for general strategies use	Facilitated	
	8	Introduction to journalistic styles and television news structure; explicit instruction on specific strategies for TV news	Directed	
<b>Specific strategies</b>	9	Listening training, focusing on specific listening strategies for TV news	Directed	
	10	Specific strategies practice	Independent	
	11	Formative assessment of current international news, using both general and specific strategies	Facilitated	
	12	Integrated strategies practice A, using local Australian news	Independent	
	13	Integrated strategies practice B, using local Australian news	Independent	
	14	Integrated strategies practice C, using local Australian news	Independent	
	15	Formative assessment, using local Australian news	Facilitated	
	16	Integrated strategies practice D, using local Australian news	Independent	
	17	Summative assessment, using current international news	Facilitated	
	18	Summative assessment, using local Australian news	Facilitated	

The SLP had three instructional stages:

### ***Sessions 1–7***

***Baseline and practice stage:*** In order to familiarise themselves with the directed listening approach, the participants were encouraged to use their own strategies, as well as the general strategies that have been found to be effective for listening in second language learning in previous research. These were used in Sessions



1–7 of the SLP. These general strategies consisted of inferencing, visual inferencing or visual images, key words, and elaboration strategies.

After the first five sessions on types of strategies and strategies training, the participants were encouraged to move on to independent listening in groups, using strategies that they had learned in listening to the news segments. Based on the structured program, the learners' roles varied between group and individual work, and the learning modes were directed, facilitated and independent learning. The participants were instructed on their roles and activities at the beginning of each session.

### ***Session 8***

*Explicit instruction of TV news structure stage:* This was performed according to strategy-based instruction in language learning (Mendelsohn, 1994; Cohen, 2000) and the learner-centred approach. In session 8 of the SLP, the structure of news from three different media sources (radio, TV, and newspapers) was presented. This was followed by an analysis of the structure of television news to identify the specific strategies needed for listening to the main points (see Appendix O). The strategies related to television news were explicitly instructed and their use was encouraged in listening to television news texts. At this stage, participants had an opportunity to observe the news structure from several television news segment examples used in this session. During the discussion, the participants were able to share the strategies they found effective for gaining the main point/s of each news segment.

The main purpose of the activities in Session 8 was to raise the participants' awareness of TV news structure and hence appropriate listening strategies. Strategy awareness instruction has been shown previously to support learners in their control of the learning process. This leads to better learning achievement and the development of independent learning (Met, 1995).

### ***Sessions 9–18***

*Application of specific target strategies stages:* After Session 8, participants were encouraged, and reminded to be aware of specific listening strategies in

listening to TV news texts. This occurred in each of the following 10 sessions (Sessions 9–18). However, the participants were encouraged to use not only their own listening strategies but also general listening strategies and the introduced specific listening strategies to maximise their comprehension of the main points of the news texts.

The general procedure was that all participants listened to each segment of the news, after which each participant was invited to write down the strategies they thought worked effectively in listening to the news segment. Later, the difficulties encountered, self-evaluation in listening achievement, and the main points of the news segment were all assessed from their individual written responses by the researcher.

Student self-assessment in listening was also used throughout the 18 sessions. This type of assessment was encouraged so that the participants had an opportunity to investigate their own strengths and weaknesses in terms of strategy application and main points listening performance for each TV text. Self-assessment was part of the training for lifelong and independent learning. This type of assessment is also appropriate for listening assessment, as listening is a process of receiving, attending, and assigning meaning to stimuli that are heard and this process is difficult to observe (Thompson, 1995). In addition, in terms of research, self-assessment is one of the alternative assessments suggested as it tends to be useful in assessment for research purposes (Brown & Hudson, 1998). In addition, especially in the learner-centred approach, the learners are allowed to take part in the assessment and this can help the learners to be more active and motivated in learning, and the assessment will also help learners to identify their own weaknesses and strengths in listening comprehension (Coombe & Kenny, 1998).

#### 5.5.5 Data analysis

Two kinds of data were collected: (1) written responses, and (2) verbal (spoken) responses.

#### 5.5.5.1 *Written responses*

The written responses (both in Thai and English) of all participants constituted the main data in Phase II. Verbal responses (both in Thai and English) reported by participants during the group discussions were also used to support the main data (i.e., quotes of the participants were used to support claims in the findings).

For the purposes of establishing reliability, any part of the responses that the participants wrote in Thai was translated into English, this translation was then checked by a native-English-speaking EFL lecturer. This translation was made after each session so that the responses in English could be verified by the participant in the following session.

The information from each participant was systematically recorded in a tabular form under the following headings: session, participant, difficulties or obstacles, effective strategies, self-assessment, comments, and main points of the news segment. This information was used during the analysis and is presented in summary form in the results and discussions chapters (see also Appendix K).

#### 5.5.5.2 *Verbal responses*

Verbal responses were the spoken responses to the guided questions, which were audio-tape-recorded during the group discussions in each listening session. These data were then transcribed. The information reported by the participants was used to support the findings for the research questions.

To make the data consistent in terms of language, any part of the discussion information appearing in the participants' native language was translated into English, then verified by a native-English-speaking EFL lecturer. The transcription of the data for each session was verified by the participants at the next session.

#### 5.5.5.3 *Operational definitions of the terms*

Awareness or consciousness of strategies was analysed at three levels: use, reflection, and control. Use was considered to be a cognitive function, while reflection and control were considered metacognitive functions. Theoretically, metacognition is also involved in the students' awareness of success or failure in

using strategies (Biggs & Moore, 1993). The coding of the participants' responses was conducted by the researcher and the trained assistant. The inter-rater reliability of the scores was calculated by using Spearman rank correlation (Lewis, 1973, p. 57-58; Wangsotorn, 1996). The R values for use, control, and reflection were 1.00, 0.97, and 0.94 respectively (see Appendix V).

These three terms were operationally defined for this study as follows:

- **Use** referred to the level of strategy awareness at which the participants self-reported that they used certain strategies when listening and could demonstrate which one/ones.
- **Reflection** referred to the level of strategy awareness where participants demonstrated that they could not only use strategies, but could also describe how they used each strategy in listening and show some analysis of and reflection on the metacognitive process involved.
- **Control** referred to the level of functioning at which participants could not only use and reflect on listening strategies, but could report their ability to use the strategies consciously and also deliberately select strategies they considered appropriate to specific situations, texts and/or tasks.

#### 5.5.5.4 *Analysis of strategies used by the participants*

The types of strategies reported by each participant were tallied on a spreadsheet showing the code for each participant, the total number of strategy types used by all the participants and the frequency of the strategies used by the individual participants in each session of the program.

All the strategies reported by the six participants were then classified into eight categories, based on the key learning strategies devised in three previous influential studies (O'Malley & Chamot, 1990; Oxford, 1990; Vandergrift, 1997a).

#### 5.5.5.5 *Analysis of the main points listening performance*

The written responses in relation to the main points reported by each participant on the worksheets were scored based largely on the main points in the transcribed lead of each news segment.

Six sessions were selected for the main points listening performance analysis. These six sessions were:

- Two sessions at the beginning of the SLP (Sessions 1 and 4).
- Another two sessions immediately after Session 8 of the SLP (Sessions 9 and 10).
- The last two sessions of the SLP (Sessions 17 and 18).

One mark was awarded to any point stated that was closely related to the actual main point of the verbatim news lead (exact wording of the news lead) and half a mark was given to any point that was partly related to the main point in the verbatim lead. In addition, scores were also given to any point made by the participant relevant to the information in the detail of the news segment (see Appendix P).

Based on the same criteria of scoring the main points, the trained assistant was invited to mark the main points performance of the participants. Spearman rank correlation (Lewis, 1973, p. 57-58; Wangsotorn, 1996) was used for the inter-rater reliability of the scores. The R-values of the scores in the six sessions (1, 4, 9, 10, 17, and 18) were 0.94, 0.95, 0.94, 0.94, 0.94, and 0.97 respectively (see Appendix V).

The total scores from the main point comprehension of each participant recorded for each news segment were computed and recorded as both points and a percentage.

#### 5.5.5.6 *Analysis of motivation and confidence*

This study used the self-reported information from the participants, together with general observation and informal discussion between the researcher and the participants to provide data about each learner's motivation and confidence.

Motivation in second language learning is an internal drive of the individual learner, which consists of a combination of a goal, desire to achieve the goal, favourable attitudes towards the activity and effortful behaviour (Gardner, 1985). The goal is not a measurable component of motivation; therefore, it is hard to measure motivation among second language learners.

#### *Assessment of motivation and confidence*

The assessment procedure in relation to motivation and confidence of the participants in the SLP was as follows:

- The information reported by the participants during the shared discussion after listening to each segment of the news was coded and analysed to find out to what extent the participants were motivated in listening to authentic English outside the classroom.
- The analysis sought to identify if any of the four main aspects of motivation appeared in the phrases expressed by individual participants. These four aspects are: (1) goal, (2) desire to attain the goal, (3) favourable attitudes, and (4) effortful behaviour.
- Comments of the participants, in relation to signs showing that the participants became more motivated and more confident in listening to authentic English in natural contexts, particularly TV news, were classified (by the researcher) in the categories, 'learner motivation' and 'learner confidence'.
- Observations (by the researcher) that the participants were motivated to use the strategies learnt from the SLP with their everyday listening practice to authentic English, and confident in expressing ideas/comments/listening strategies during the listening sessions, were

also recorded as evidence in the findings of motivation and confidence of the students. The information gained from observation by the researcher can strengthen the data revealed by learners (Cohen & Scott, 1996).

This chapter has described the methodology and methodological issues related to the research questions in Chapter 1 of the study. The methodological aspects in the two phases of the study have been presented in terms of participants, instrument devised for data collection, procedures of data collection, and data analysis procedures. The results of the two phases of the study will be presented in the next chapter (Chapter 6).

## CHAPTER 6 RESULTS

### 6.1 Overview

This study was conducted in two phases. Phase I was designed to survey three main aspects of Thai tertiary EFL students' listening experience: the difficulties encountered; the general strategies that they used in listening to authentic English television texts; and, their listening performance in relation to three types of TV texts (news, lifestyle programs, and commercials). Phase I was designed in three sub-phases: three pre-practice assessment sessions (Assessment 1), eight listening practice sessions, and three post-practice assessment sessions (Assessment 2). The results of Phase I are presented in the first section of this chapter (6.2), followed by a summary of the findings (6.3).

Phase II of the study was an extension of Phase I, in which a specially designed 18-session structured listening program (SLP) was trialled with a small group of Thai tertiary EFL students. This program offered explicit scaffolded instruction to students, using a strategy-based listening approach and structured listening tasks as a means of developing more effective student listening strategies specifically for TV news. The results of Phase II are presented in the second section of this chapter (6.4), followed by a summary of the Phase II findings (6.5).

### 6.2 Phase I results

The aim of Phase I was to survey the difficulties, the strategies, and the performance (main points listening comprehension) of Thai tertiary EFL students. To investigate this, three main research questions were posed in Phase I:

***RQ1.** What do Thai upper-intermediate/advanced university EFL learners find difficult when they listen to authentic English television texts (i.e., news, lifestyle programs, and commercials)?*



*RQ2. What strategies are frequently employed by Thai upper-intermediate/advanced university EFL learners to assist their main points listening performance to authentic television texts?*

*RQ3. What level of listening performance do the students display in relation to TV texts?*

#### 6.2.1 RQ1: Main findings

*RQ1. What do Thai upper-intermediate/advanced university EFL learners find difficult when they listen to authentic English television texts (i.e., news, lifestyle programs, and commercials)?*

As indicated, RQ1 focused on student difficulties in listening to three types of TV texts (news, lifestyle programs, and commercials) reported by the EFL students. The main findings were that:

- Speed was the most obvious area of difficulty that students experienced when listening to TV texts.
- Vocabulary was the second greatest area of difficulty.
- Comprehension ability/text types, accent/pronunciation, and cognitive processing factors were moderately-reported difficulty areas.
- Distractions and personal/emotional factors were the least frequently reported.

In all three types of TV texts, speed and vocabulary were the most consistently reported areas of difficulty. Of the three types of TV texts, students reported the greatest frequency of difficulties with TV news.

These data were derived from the assessment of the spontaneous responses of the students in a combined group of two classes ( $N = 47$ ) after listening to 6 segments of TV news, lifestyle programs, and commercials (2 segments in each of the three TV text types) in both the Assessment 1 and Assessment 2 sessions. An open-ended questionnaire was used to collect the data on difficulties

(Appendix F). Difficulties identified by the students were assessed in two ways: (1) all aggregated difficulties reported were assessed by type of TV texts, and (2) all aggregated difficulties reported were then classified into categories of difficulty area. These were aggregated across groups and across sessions.

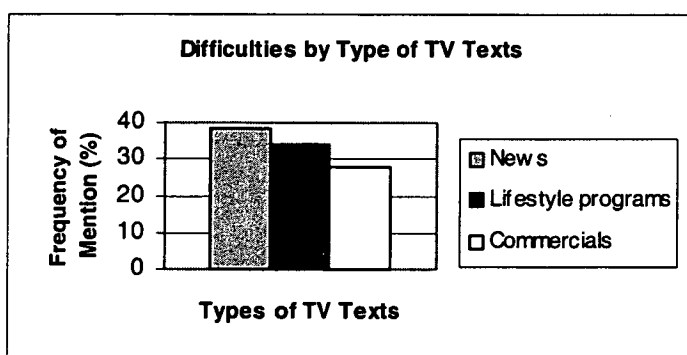
The rationale for using aggregated difficulties reported by the students to present the findings was that the frequency of difficulty areas reported in all six different TV texts in both the Assessment 1 and the Assessment 2 sessions was very similar. For example, speed and vocabulary were identified by the rank order and frequency of the difficulty, as the areas most frequently reported for each of the three TV text types were speed and vocabulary. The pattern of the other difficulty areas was also similar in terms of a rank order of difficulties by frequency of mention. This pattern was applied to the TV texts used in both Assessment 1 and Assessment 2 sessions.

## 6.2.2 Overview of findings

### 6.2.2.1 *Difficulties by TV text type*

An examination of difficulties by TV text type indicated similar results. However, of all the difficulties found in the three TV text types, the greatest difficulty in listening reported by students was with TV news (38%). This was followed closely by TV lifestyle programs (34 %), and TV commercials (28%) This is shown in Figure 6.1.

**Figure 6.1 Reported difficulties by type of TV texts**



These data were derived from all difficulties identified by the combined group of students ( $N = 47$ ) in six listening sessions, using six different TV texts (two news texts, two lifestyle program texts, and two commercial texts). All the

difficulty types reported by the students in listening to the three TV texts (news, lifestyle programs, and commercials) in the three Assessment 1 sessions, and the other three TV segments in the three Assessment 2 sessions were aggregated, on the previously indicated rationale. The difficulty assessment was made on the basis of frequency of difficulty reported by the students in listening to each TV text type. This was assessed prior to the classification of all the difficulties into difficulty categories.

#### 6.2.2.2 *Difficulties by difficulty areas*

All the difficulties identified by the students were then classified into seven categories of difficulty areas based on general difficulty encountered by second language listeners as stated in the literature review (Chapter 4) (see Appendix H for difficulty categories).

The rank order of these difficulties was based on the aggregated data from the combined group of students and difficulties identified from the highest to lowest rank. This was based on the frequency of mention. The rank order derived was as follows:

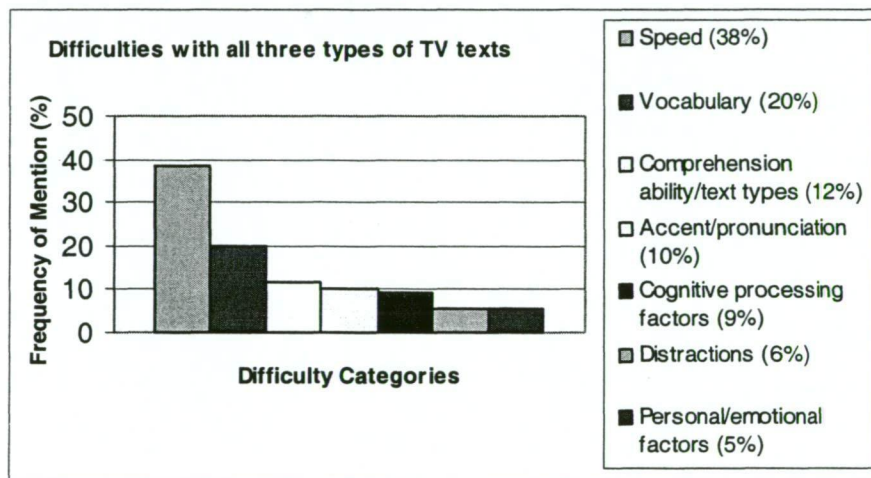
- speed (of speech delivery)
- vocabulary
- comprehension ability/text types
- accent/pronunciation
- cognitive processing factors
- distractions
- personal/emotional factors.

Of these seven categories of difficulty, speed (38% of all responses) was the most clearly identified area of difficulty, followed by vocabulary (20%). Comprehension ability/text types (12%), accent/pronunciation (10%), and cognitive processing factors (9%) were all ranked as being of moderate

difficulty. The difficulties least frequently mentioned were distractions (6%), and personal/emotional factors (5%).

These data are represented graphically in Figure 6.2 below. It shows the seven categories of listening difficulty encountered by the students in rank order. The bar graph shows the rank order of each category of difficulty by frequency of mention expressed as a percentage of all difficulties mentioned. As indicated, for all three types of TV texts, speed was the most frequently mentioned, and the least frequently mentioned was personal/emotional factors

**Figure 6.2 Reported listening difficulties with TV texts**



### 6.2.3 Specific findings

Seven categories of difficulty were identified. The pattern of these difficulties was the same for each TV text type. Speed and vocabulary were the most frequently mentioned difficulty areas, while accent/pronunciation, comprehension ability/text types, and cognitive processing were ranked as moderate in difficulty based on student mention. Personal/emotional factors and distractions were classified as lowest in difficulty. These findings were assessed on the basis of spontaneous frequency of mention by students.

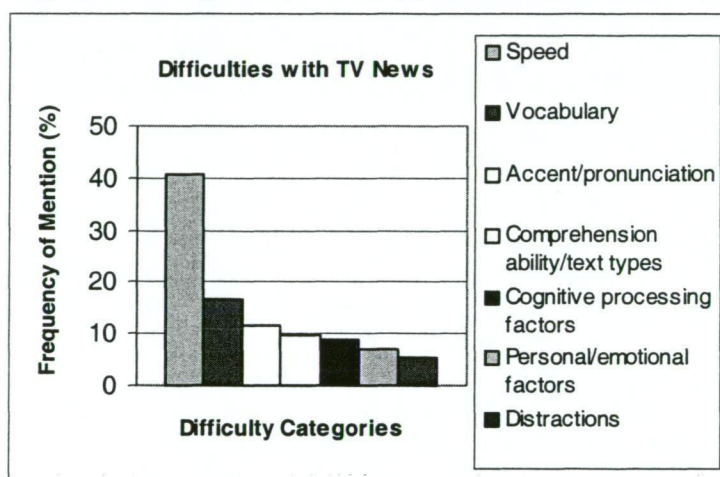
#### 6.2.3.1 *TV text type: News*

In listening to TV news, speed (41%) was clearly identified by students as the area of most difficulty, followed by vocabulary (16%), accent/pronunciation

(12%), comprehension ability/text types (10%), cognitive processing factors (9%), personal/emotional factors (7%), and distractions (5%), respectively.

The difficulties in listening to TV news are presented graphically showing all seven difficulty categories. They are ranked from the highest to lowest in difficulty from the students' responses. This is based on the frequency of mention in listening to TV news segments, expressed as a percentage of all difficulties mentioned. This is shown in Figure 6.3.

**Figure 6.3 Reported listening difficulties with TV news**



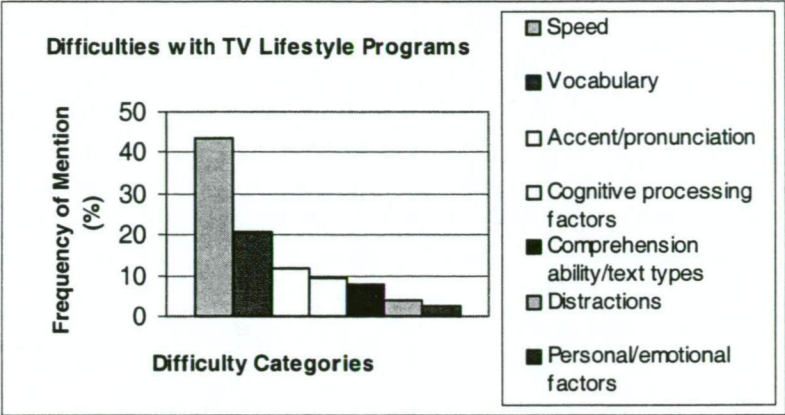
#### 6.2.3.2 TV text type: Lifestyle programs

In listening to TV lifestyle program texts, speed (43%) and vocabulary (20%) were again reported most frequently as producing perceived difficulties. Accent/pronunciation (12%), cognitive processing factors (10%), and comprehension ability/text types (8%) were reported at a moderate frequency of the difficulty area, and distractions (4%) and personal/emotional factors (3%) were ranked the lowest.

The seven categories of difficulty with lifestyle programs are ranked by difficulty from highest to lowest (Figure 6.4). This was determined on the basis of frequency of mention by the students after listening to TV lifestyle program segments.



Figure 6.4 Reported listening difficulties with TV lifestyle programs

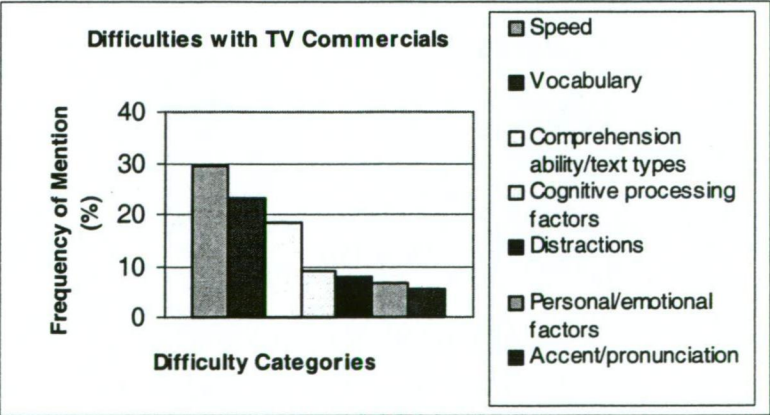


6.2.3.3 TV text type: Commercials

The pattern of difficulty areas in listening to TV commercials was similar to that of TV news and lifestyle programs. Speed (29%) and vocabulary (23%) were reported again as greatest in difficulty, but were somewhat lower than for news and lifestyle programs, followed by comprehension ability/text types (18%), cognitive processing factors (9%), and distractions (8%) as a moderate difficulty area. Personal/emotional factors (7%), and accent/pronunciation (6%) were reported as areas of least difficulty.

The seven difficulty categories with TV commercials are presented graphically (Figure 6.5) showing the levels of difficulty based on the frequency of mention by the students when listening to TV commercial texts, expressed as a percentage of all difficulties mentioned.

Figure 6.5 Reported listening difficulties with TV commercials



Details of difficulty categories with rank order reported by type of TV texts are shown in Table 6.1. The numbers represents difficulty areas by frequency of mention and rank of each difficulty category.

**Table 6.1 Student listening difficulties (by frequency of mention) with TV news, lifestyle programs, and commercials**

Difficulty categories	Frequency of mention								
	TV text types					Rank			
	N	L	C	T	T%	N	L	C	T
Speed	91	87	48	226	38	1	1	1	1
Vocabulary	37	41	38	116	20	2	2	2	2
Comprehension ability/text types	22	16	30	68	12	4	5	3	3
Accent/pronunciation	26	24	9	59	10	3	3	7	4
Cognitive processing factors	20	19	15	54	9	5	4	4	5
Distractions	12	8	13	33	6	7	6	5	6
Personal/emotional factor	16	5	11	32	5	6	7	6	7
<b>Total</b>	<b>224</b>	<b>200</b>	<b>164</b>	<b>588</b>					

N = News; L = Lifestyle programs; C = Commercials; T = Three TV text types

#### 6.2.3.4 *Difficulty areas of TV texts in Assessment 1 and Assessment 2 sessions*

Difficulties with the three TV texts (one from each TV text type—news, lifestyle programs, commercials) were more frequently reported in Assessment 1 sessions (57%) than in Assessment 2 sessions (43%).

In all three types of TV texts, speed and vocabulary were the difficulty areas most frequently reported in both Assessment 1 and Assessment 2 sessions. However, the frequency of speed area was reported as higher in Assessment 1 sessions (62%) than in the Assessment 2 sessions (38%). The frequency of vocabulary area, however, was reported lower in the Assessment 1 sessions (42%) than in the Assessment 2 sessions (58%). This is shown in Table 6.2.

These data were derived from the assessment of the difficulties reported by the students after listening to three TV texts (news, lifestyle programs, and commercials) in Assessment 1 sessions, and the other three TV texts in the Assessment 2 sessions. The difficulties reported were aggregated on the basis of frequency of mention assessed separately in Assessment 1 and Assessment 2

sessions. In addition, the reported difficulties by individual groups and individual text types were also examined (see Appendix T).

**Table 6.2 Difficulties in Assessments 1 and 2 with three types of TV text (by frequency of mention)**

Difficulty types	Assessment 1, Groups 1 and 2	Rank	Assessment 2, Groups 1 and 2	Rank
Speed	141	1	5	1
Vocabulary	49	2	7	2
Comprehension ability/text types	39	3	9	3
Accent/pronunciation	33	5	6	4
Cognitive processing factors	39	3	5	6
Distractions	14	7	9	5
Personal/emotional factors	20	6	2	7
<b>Total = 588</b>	<b>335 (57%)</b>		<b>253 (43%)</b>	

#### 6.2.4 Summary findings

The findings for RQ1 in relation to difficulty encountered by Thai university EFL students when listening to three types of TV texts showed that difficulties reported with listening to TV news, lifestyle programs, and commercial texts were similar. They were similar on the basis of the frequency of mention, even though the length and the content of each text was different. The frequency of difficulties with TV news texts was reported to be higher than those with TV lifestyle programs and TV commercials.

When types of difficulty were classified, it was found that speed and vocabulary were reported most frequently both overall and in relation to all three types of TV texts. Moderate areas of difficulty were reported in comprehension ability/text types, accent/pronunciation, and cognitive processing factors. The areas of least difficulty were distractions and personal/emotional factors. The findings showed the same pattern of difficulty areas when reported difficulties were assessed separately by each individual text, group, and listening session.

It was clearly indicated, therefore, that speed was the area of greatest difficulty in listening to all three TV text types.



This was taken to indicate that further research of listening with authentic English TV texts was needed in order to assist second language listeners to minimise the difficulties they experienced and maximise their listening performance when viewing English TV programs.

### 6.2.5 RQ2: Main findings

*RQ2: What strategies are employed by Thai upper-intermediate/advanced university EFL learners to assist their listening comprehension with authentic television texts?*

The key element in RQ2 was the assessment of the strategies reported by Thai EFL students to be used in listening to TV texts.

There were eight reported strategy categories in the findings. These were inferencing, directed attention, selective attention, summarising, elaboration, comprehending, self-management, and translation.

Inferencing was the most frequently reported strategy<sup>(</sup>in listening to all three types of TV texts. Directed attention and selective attention were reported at a moderate level of frequency. The other strategy categories of summarising, elaboration, comprehending, self-management, and translation were reported less frequently.

These data on strategies were derived from the assessment of the responses of the students after listening to three types of TV texts (i.e., 2 news segments, 2 lifestyle program segments, and 2 commercial segments). These spontaneous responses in the open-ended questionnaire (Appendix F) were tallied by groups of the participants (Groups 1 and 2), TV text types (news, lifestyle programs and commercials), Assessment 1 listening sessions, and Assessment 2 listening sessions on the basis of the strategies indicated and their frequency of use.

All aggregated strategies were then classified into eight main categories, mainly on the basis of the learning strategy models devised by O'Malley and Chamot (1990) and Vandergrift (1997a). In addition, two main strategy categories

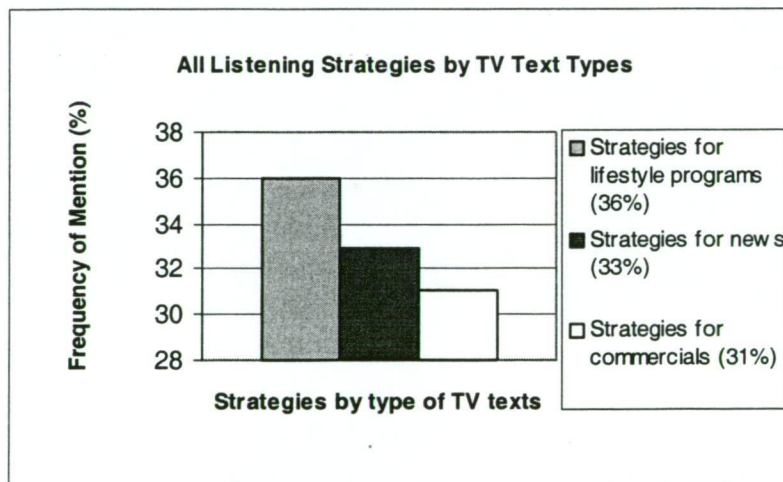
(inferencing and selective attention) were classified into sub-category strategies (Appendix G).

## 6.2.6 Overview of findings

### 6.2.6.1 Strategies by TV text type

An examination of strategies by TV text type indicated that, of all the strategies reported in the three TV text types, the most frequently reported strategies were used in listening to TV lifestyle programs (36%), followed by TV news (33%), and TV commercials (31%) (shown graphically in Figure 6.6). However, there was a fairly small difference of reported strategies in listening to the three TV text types.

**Figure 6.6** eported listening strategies by each type of TV texts



When all the strategies reported by the participants when listening to six different TV texts (two of each TV text type: news, lifestyle programs, and commercials) in Assessment 1 and 2 were aggregated, the frequency of strategy use with lifestyle programs was the highest (36%), followed by the strategy use with news (33%), and with commercials (31%). These data were derived from the assessment of the spontaneous responses to the open-ended questionnaire by the students in the combined groups ( $N = 47$ ) after listening to six different TV texts in three text types (i.e., two news, two lifestyle programs, and two commercial texts) used in both Assessment 1 and Assessment 2 sessions of the Phase I study. The aggregation of the strategies used was conducted in order to

survey the overall strategies generally employed by the participants in listening to TV text types.

### 6.2.7 Specific findings: Strategies in categories

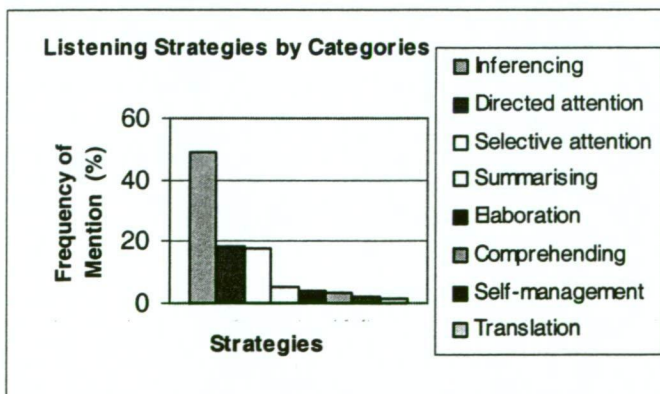
Specific findings on strategies in categories are presented in relation to all TV text types and by each type of TV texts.

#### 6.2.7.1 *Strategy categories: All TV text types*

As indicated in the summary findings for RQ 2 (6.1.5), there were eight categories of strategies reportedly used by students with the TV text types (news, lifestyle programs, and commercials). The eight strategy categories were classified by the researcher, mainly on the basis of learning strategies in second language learning as devised by influential researchers (O' Malley & Chamot, 1990; Oxford, 1990, and Vandergrift, 1997a). The strategy categories in this study were ranked from highest to lowest on the basis of frequency of mention: inferencing (49%); directed attention (18%); selective attention (18%); summarising (5%); elaboration (4%); comprehending (3%); self-management (2%); and translation (1%).

Inferencing was clearly the most frequently mentioned strategy. Directed attention and selective attention were moderately frequently mentioned strategies, and the least frequently mentioned strategies were summarising, elaboration, comprehending, self-management, and translation. This is shown graphically in Figure 6.7.

**Figure 6.7** eported listening strategies by categories with three TV text types

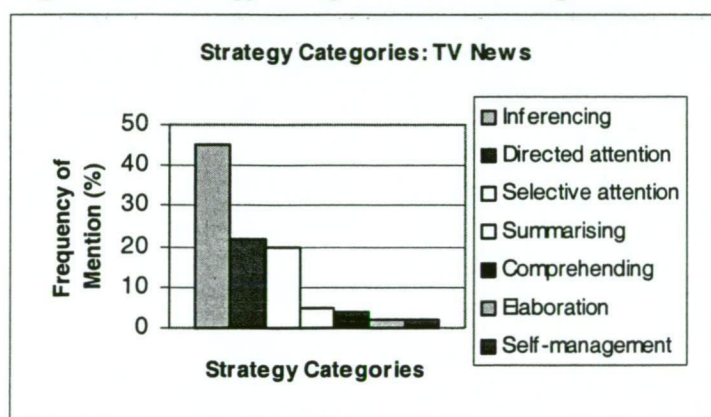




### 6.2.7.2 Strategy categories: TV news

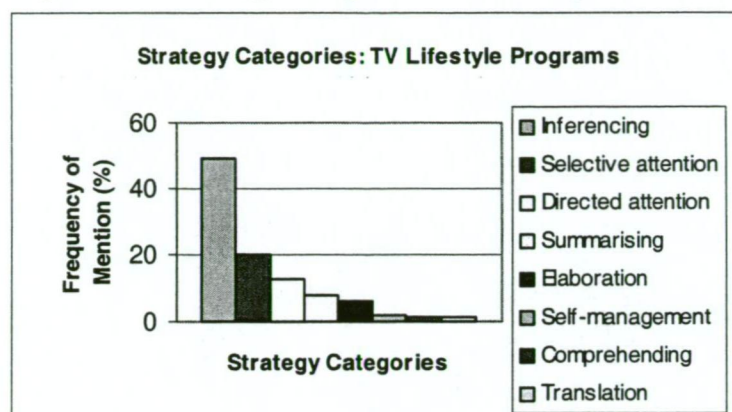
Inferencing (45%) was clearly the most frequently reported strategy in listening to TV news texts, followed at some distance by directed attention (22%) and selective attention (20%) strategies. Summarising (5%), comprehending (4%), elaboration (2%), and self-management (2%) formed the group of the least frequently reported strategies. There was no reported use of a translation strategy in listening to TV news texts. These results are shown graphically in Figure 6.8.

**Figure 6.8 strategy categories in listening to TV news**



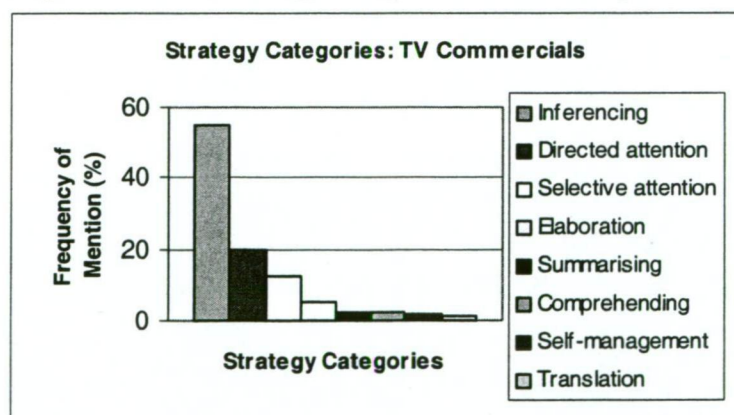
### 6.2.7.3 Strategy categories: TV lifestyle programs

The pattern of strategy categories reported in listening to TV lifestyle program texts was similar to that of TV news texts. Inferencing was again clearly the most frequently reported strategy (49%), with almost half of the responses. This was followed at some distance by selective attention (20%) and directed attention (13%) strategies. Summarising (8%), elaboration (6%), self-management (2), comprehending (1%), and translation (1%) were in the least frequently reported strategy categories. This is shown graphically in Figure 6.9.

**Figure 6.9 Strategy categories in listening to TV lifestyle programs**

#### 6.2.7.4 Strategy categories: TV commercials

Strategy categories reported in listening to TV commercial texts showed the same pattern as did TV news and lifestyle program texts. Inferencing (55%) again was clearly the most frequently reported strategy, with more than half of the responses. It was followed at some distance by directed attention (20%) and selective attention (13%) strategies. Elaboration (5%), summarising (2%), comprehending (2%), self-management (2%), and translation (1%) were again in the least frequently reported strategy categories. This is shown graphically in Figure 6.10.

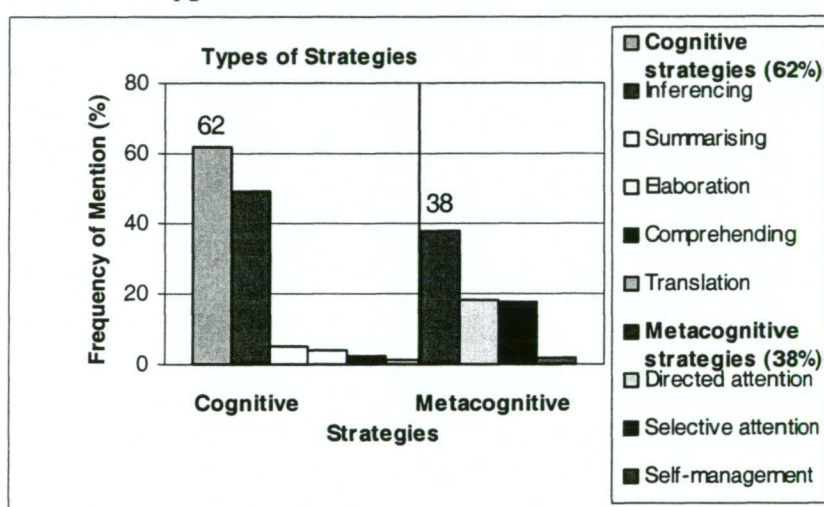
**Figure 6.10 Strategy categories in listening to TV commercials**

When the eight listening strategies in this study were categorised into the three key learning strategy categories of cognitive, metacognitive, and socio-affective strategies, as devised by O'Malley and Chamot (1990), they could only be categorised under the cognitive and metacognitive strategy categories. Of these two strategy categories, the greater percentage of strategies was in the cognitive

strategy category (62%), compared to the metacognitive strategy category (38%).

Inferencing (in cognitive strategy category) was the most frequently mentioned of all the strategies in both cognitive and metacognitive strategy categories. Directed attention, along with selective attention (in the metacognitive strategy category), were moderately-frequently mentioned. These findings are shown graphically in Figure 6.11.

**Figure 6.11 Cognitive and metacognitive strategy categories with all three types of TV texts**



### 6.2.8 Detailed findings

As indicated in the strategy classification used in the summary findings of RQ2 in 6.1.5 (Appendix G), the two categories of strategies (inferencing and selective attention strategies) were divided into sub-category strategies. The detailed findings in relation to sub-category strategies were as follows:

#### 6.2.8.1 Inferencing strategies

Inferencing strategies (cognitive strategy category) consisted of five sub-category strategies: visual images inferencing; kinesic inferencing; texts inferencing; elaborated inferencing; and voice/extralinguistic inferencing.

Of these sub-category strategies, visual images inferencing was clearly the most frequently mentioned strategy (61%). This was followed at some distance by elaborated inferencing (21%), kinesic inferencing (10%), texts inferencing (7%),



and, the least frequently mentioned strategy, voice/extralinguistic inferencing (1%).

6.2.8.2 *Selective attention strategies*

Selective attention strategies (metacognitive strategy category) consisted of three sub-category strategies: key words attention; sentences attention; and context attention.

Of these sub-category strategies, key words attention (88%) was by far the most frequently reported. Context attention (7%) and sentences attention (5%) were reported at only very low frequency of mention (see Appendix G for definitions of sub-category strategies). These findings in relation to the sub-category strategies of inferencing and selective attention strategies are shown in Table 6.3.

**Table 6.3** Frequency of mention of sub-category strategies for inferencing and selective attention strategies

Strategies	Frequency of mention			
	TV text types			
	N	L	C	T
<i>Cognitive strategies</i>				
Inferencing	96	115	113	324
a. Visual images inferencing	56	75	67	198
b. Kinesic inferencing	9	16	8	33
c. Texts inferencing	10	1	10	21
d. Elaborated inferencing	21	22	25	68
e. Voice/extralinguistic inferencing	–	1	3	4
<i>Metacognitive strategies</i>				
Selective attention	43	47	26	116
a. Key words attention	38	39	25	102
b. Sentences attention	1	5	–	6
c. Context attention	4	3	1	8
<b>Total</b>	<b>139</b>	<b>162</b>	<b>139</b>	<b>440</b>

N = News; L = Lifestyle programs; C = Commercials; and T = Three text types

6.2.8.3 *Detailed strategy categories reported in listening to TV texts*

As indicated, there were eight categories of listening strategies classified in this study. These eight listening strategy categories were classified into two key learning strategies (cognitive and metacognitive). All of these are shown in Table 6.4. Each number represents the frequency of strategies mentioned, along

with the rank order in listening to TV news, lifestyle programs, and commercials.

**Table 6.4** Listening strategy categories by text types and rank

Strategy categories	Frequency of mention							
	TV text type				Rank			
	N	L	C	T	N	L	C	T
<i>Cognitive strategies</i>	121	155	135	411				
Inferencing	96	115	113	324	1	1	1	1
Summarising	11	20	5	36	4	4	5	4
Elaboration	5	15	10	30	6	5	4	5
Comprehending	9	3	5	17	5	7	5	6
Translation	–	2	2	4	–	8	8	8
<i>Metacognitive strategies</i>	96	82	70	248				
Directed attention	48	31	41	120	2	3	2	2
Selective attention	43	47	26	116	3	2	3	3
Self-management	5	4	3	12	6	6	7	7
<b>Total of main strategies</b>	217	237	205	659				

N = News; L = Lifestyle programs; C = Commercials; and  
T = Three TV text types

#### 6.2.8.4 *Reported strategies in Assessment 1 and 2 sessions*

Of all the eight strategy categories, the inferencing strategy category was the most frequently reported in both Assessment 1 and 2 sessions. However, the frequency of mention for this strategy category in Assessment 2 (54%) sessions was higher than that in Assessment 1 (46%) sessions. Directed attention, which was reported second in rank order of frequency in Assessment 2 sessions and third in rank order of frequency in Assessment 1 sessions, was more frequently mentioned in Assessment 2 (53%) sessions than in Assessment 1 (47%) sessions. Selective attention, which was reported second and third in Assessment 1 and 2 sessions, was more frequently mentioned in Assessment 1 (56%) than Assessment 2 (44%) sessions.

The data related to strategies were derived from the assessment of the responses of the participants in two groups after listening to three types of TV texts (news, lifestyle programs, and commercials) used in Assessment 1 and 2 sessions. The detailed findings are shown in Table 6.5.



**Table 6.5** Reported strategies in Assessment 1 and 2 sessions

Strategy categories	Ass. 1, G.1 & 2	Rank	Strategy categories	Ass. 2, G.1 & 2	Rank
Inferencing	148	1	Inferencing	176	1
Selective attention	65	2	Directed attention	64	2
Directed attention	56	3	Selective attention	51	3
Summarising	18	4	Elaboration	20	4
Elaboration	10	5	Summarising	18	5
Comprehending	9	6	Comprehending	8	6
Self-management	6	7	Self-management	6	7
Translation	2	8	Translation	2	8
<b>Total = 659</b>	<b>314</b>			<b>345</b>	

In addition, reported strategies by individual groups and individual text types in Assessment 1 and Assessment 2 sessions were also examined (see Appendix U).

### 6.2.9 Summary of findings

Cognitive strategies were more frequently reported than metacognitive strategies in listening to six different TV texts (2 sessions with each of the three TV text types).

Of the cognitive strategies, visual images inferencing was the most frequently mentioned strategy. Of the metacognitive strategies, key words attention was the most frequently mentioned strategy.

Of all the eight individual categories of listening strategies classified in this study, inferencing was the most frequently used, followed by directed attention and selective attention, respectively. This indicated that explicit strategy instruction, focusing on metacognitive strategies for English TV texts, needed more attention in second language listening skills pedagogies.

### 6.2.10 RQ3: Main findings

***RQ3:** What level of listening performance did the students display in relation to TV texts?*

The key elements of the findings for RQ3 were whether the students' listening for the main points performance was better in the Assessment 2 than in the Assessment 1 sessions, when they reported that they used strategies (indicated in the findings for RQ2) while listening to the TV texts.

Improvement in listening to the main points of two of the three types of TV texts (i.e., lifestyle programs and commercials) was evidenced from the statistical analysis. The SPSS (2000) was used for the statistical analyses of the findings. There was a statistically significant difference in the mean scores of the main points performance in the Assessment 1 and Assessment 2 sessions with lifestyle programs within Group 1 (Wilcoxon,  $Z = 3.227$ ,  $p < 0.05$ ), and Group 2 (Wilcoxon,  $Z = -3.618$ ,  $p < 0.05$ ) separately. There was also a statistically significant difference in the performance of Group 1 (Wilcoxon,  $Z = -3.618$ ,  $p > 0.001$ ) and Group 2 (Wilcoxon,  $Z = -2.512$ ,  $p < 0.05$ ) with TV commercial texts. However, there was no statistically significant difference in the listening performance scores with the TV news texts of either Group 1 (Wilcoxon,  $Z = -3.13$ ,  $p < 0.10$ ) or Group 2 (Wilcoxon,  $Z = -.547$ ,  $p < 0.10$ ). This is shown in Table 6.6 (see also Appendix. Q).

**Table 6.6 The statistical analysis of the listening for the main points performance**

Test Statistics <sup>b</sup>						
	PN1 - PRN1	PN2 - PRN2	PL1 - PRL1	PL2 - PRL2	PC1 - PRC1	PC2 - PRC2
Z	-.313 <sup>a</sup>	-.547 <sup>a</sup>	-3.227 <sup>a</sup>	-3.112 <sup>a</sup>	-3.618 <sup>a</sup>	-2.512 <sup>a</sup>
Asymp. Sig. (2-tailed)	.755	.584	.001	.002	.000	.012

- a. Based on negative ranks.
- b. Wilcoxon Signed Ranks Test

The findings were derived from the assessment of the main points reported in writing by the students after they listened to each TV text. The correct points in the responses were converted into scores. Any misinformation stated was also recorded during the analysis procedures. A non-parametric statistical test—the Wilcoxon signed rank test—was used to compare the mean scores of the participants in Assessment 1 and Assessment 2 sessions of the two groups. As the descriptive data were not normally distributed (scores for skewness and kurtosis were mostly higher than +1 and -1), this test was appropriate for finding the significant difference between the scores of the pre-test and the post-test assessments (Burns, 2000).

6.2.11 Specific findings

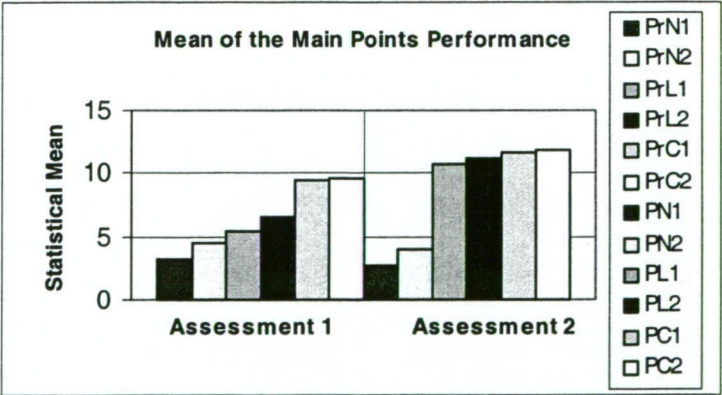
There were several similarities and differences in the findings (shown in Table 6.7 and Figure 6.12). Firstly, the main points listening performance of the participants in both groups for the TV news texts in both the Assessment 1 and the Assessment 2 was lower than that for TV lifestyle programs and TV commercials.

Details of the mean scores of the main points listening performance distributed by types of TV texts, group of participants, and Assessment 1/Assessment 2 sessions are shown in Table 6.7 below.

**Table 6.7 Mean scores of the main points listening performance by TV text type, group of the participants, and assessment sessions**

Mean scores of the main points listening performance, Phase I			
TV text types	Group	Assessment 1	Assessment 2
News	1	3.21	2.69
	2	4.40	4.05
Lifestyle programs	1	5.36	10.68
	2	6.57	11.19
Commercials	1	9.40	11.69
	2	9.57	11.76

**Figure 6.12 Mean scores of the main points listening performance of the three TV text types**



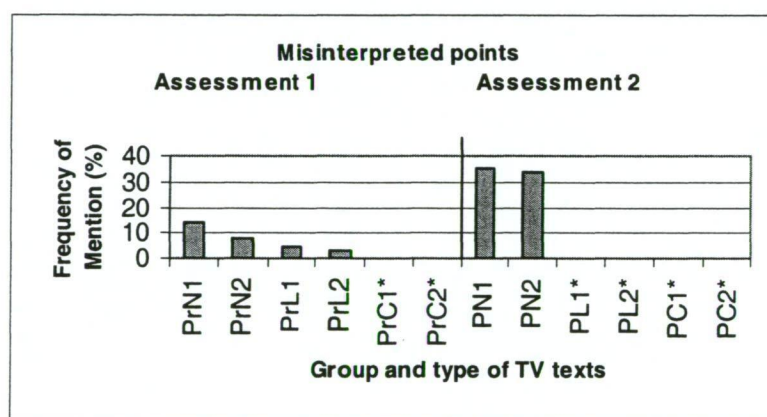
Abbreviations: Pr = Assessment 1; P = Assessment 2; N = News; L = Lifestyle programs; C = Commercials; 1 = Group 1; 2 = Group 2.

Secondly, the misinterpreted points made by the participants in both groups, mainly appeared in the responses for the main points of the news texts. These

misinterpretations indicated that the students still had problems in listening to gain the main points of English TV news.

Thirdly, there was no misinterpreted point mentioned in the responses of either Groups 1 or 2 in the TV commercial texts for the Assessment 1 and Assessment 2 sessions; and also in the TV lifestyle program texts for the Assessment 2 session. However, a number of misinterpreted points were found in the main points assessment for the TV news texts. Levels of misinterpreted points in listening to TV news, lifestyle program, and commercial texts are shown in Figure 6.13 below.

**Figure 6.13 The misinterpreted points mentioned in the three types of TV texts**



Abbreviations: P = Assessment 2; Pr = Assessment 1; N = News;  
 L = Lifestyle programs; C = Commercials; 1 = Group 1; 2 = Group 2.  
 \* = There was no misinterpreted point mentioned in these groups.

The Statistical Package for the Social Sciences [SPSS] (2000) was used for the descriptive statistical analysis. The program showed that the data were not normally distributed (scores for skewness and kurtosis were mostly higher than +1 and -1) (Appendix Q). Therefore, non-parametric measures were appropriate for the data analysis (Burns, 2000).

Fourthly, based on the listening performance analysed within the same group (e.g., Group 1 and Group 2), statistically significant differences were found in listening performance to the main points of lifestyle programs ( $Z$ -values = -3.227, -3.618;  $p$  = .001, .002) and commercials ( $Z$ -values = -3.618, -2.512;  $p$  = .000, .012) in both groups. However, there was no statistically significant

difference in listening performance to the main points of the news (Z-values = -313, -547;  $p = .755, .584$ ). This is shown in Table 6.8.

**Table 6.8 Statistical results (main points listening performance, within the same group (i.e., Group 1, 2) for both Assessment 1 and Assessment 2, in listening to the three types of TV texts)**

Test Statistics <sup>b</sup>						
	PN1 - PRN1	PN2 - PRN2	PL1 - PRL1	PL2 - PRL2	PC1 - PRC1	PC2 - PRC2
Z	-.313 <sup>a</sup>	-.547 <sup>a</sup>	-3.227 <sup>a</sup>	-3.112 <sup>a</sup>	-3.618 <sup>a</sup>	-2.512 <sup>a</sup>
Asymp. Sig. (2-tailed)	.755	.584	.001	.002	.000	.012

a. Based on negative ranks.  
b. Wilcoxon Signed Ranks Test

Abbreviations: P = Assessment 2; PR = Assessment 1; N = News,  
L = Lifestyle programs; C = Commercials; 1 = Group 1; 2 = Group 2.

However, when the comparison between the mean scores of the Assessment 2 main points listening performance of the participants between Group 1 and Group 2 was analysed, the Wilcoxon test analysis showed that there was no statistically significant difference when the main points listening performance with all three types of TV texts were compared (e.g. with TV news of Assessment 2,  $p = .552$  between Group 1 and Group 2) (see Appendix Q).

6.2.12 Summary of findings

Improvement in effective listening to the main points of TV material was found in two types of TV texts (lifestyle programs and commercials) with a statistically significant difference ( $p = .001$  and  $.002$  for Groups 1 and 2 for lifestyle programs; and  $p = .000$  and  $.012$  for Groups 1 and 2 for commercials). However, there was no statistically significant difference evidenced in either group of students when listening to TV news.

The majority of misinterpreted points was found in listening to the main points of TV news. This indicated that more specific strategies were needed in listening to gain the main points of TV news.

### 6.3 Summary of Phase I findings

- In listening to the three types of TV texts (news, lifestyle programs, and commercials), the findings in Phase I showed that the Thai upper-intermediate/advanced EFL university students encountered seven categories of difficulties. Ranked in order from highest to lowest, these were speed, vocabulary, comprehension ability/text types, accent/pronunciation, cognitive processing factors, distractions, and personal/emotional factors.
- In terms of strategies used, eight categories of strategies were reported by the students. Ranked in order from highest to lowest based on reported frequency of use, these were inferencing, directed attention, selective attention, summarising, elaboration, comprehending, self-management, and translation.
- In relation to the main points listening performance, there was a statistically significant difference between the Assessment 1 and Assessment 2 scores of the students within the same group (i.e., Group 1, Group 2). These findings were related to the listening performance in the TV lifestyle program and commercial texts.
- There was no statistically significant difference between the Assessment 1 and Assessment 2 scores of the students in either Group 1 or Group 2 when listening to TV news texts.
- Speed and vocabulary were clearly the two main difficulty types in listening to TV texts in the current findings.
- Listening performance to the main points of TV news did not show the same pattern as that of lifestyle programs and commercials. Even though the students reported that they used a variety of strategies (eight categories of strategies), those strategies were unlikely to influence the students' performance in their listening to the main points of TV news texts. This is evident in the main points performance of the participants in listening to

news in Assessment 2 comparing to that in Assessment 1 (see Figure 6.12).

- The findings in Phase I indicated that the students did use strategies in listening to English TV texts; however, the improvement of their listening performance to the main points of the texts, particularly TV news, was not evidenced after listening practice in the classroom for eight sessions. There must therefore have been some specific aspects to be studied in terms of appropriate strategies to gain the main points of English TV news. This became the basis for more investigation to be conducted with TV news and EFL listening. Therefore, a further study was designed to link the results of the survey study in Phase I to Phase II. The focus was on aspects of TV news in relation to listening strategies to ascertain the main points. The investigation in Phase II was designed around the specially devised Structured Listening Program (SLP).

#### 6.4 Phase II results

The Structured Listening Program (SLP) was designed for use with a small group of Thai university EFL students (at the same English language proficiency level as those who had participated in Phase I). In this phase, TV news only was used to assess their effective listening strategy development. Segments of television news, both current world news and local Australian news, were used throughout the 18-session structured listening program (SLP), in which explicit instruction and a strategy-based approach were employed.

In Phase II, the three research questions were related to an evaluation of the Structured Listening Program (SLP). They were:

*RQ1. What levels of strategy awareness do upper-intermediate/advanced university EFL learners apply in their listening to television news?*

*RQ2. To what extent do general and specific listening strategies enhance the main points comprehension of television news?*



***RO3.** What is the contribution of a structured listening program with strategy-based instruction to EFL learners' motivation and confidence in listening to English in a natural context?*

#### **6.4.1 Summary findings of strategies used in the SLP**

The findings showed that (in relation to the types of strategies used to ascertain the main points of the news throughout the 18 sessions of the SLP) there were some clear preferences for a small number of strategies. Inferencing (48%) was the most frequently reported strategy, followed by selective attention (36%). The other strategies (16%) were elaboration, comprehending, directed attention, self-management, summarising, and translation.

Interestingly, this pattern of findings was similar to that found and reported in Phase I. Cognitive strategies (60%) were reported more frequently than metacognitive strategies (40%). There were no social/affective strategies reported (see Appendix R).

However, of all the eight strategy categories classified, selective attention in listening to TV news was more frequently reported in Phase II (36%) than in Phase I (20%). This indicated that awareness of strategy, particularly at the level of Control had increased in the SLP.

#### **6.4.2 Specific findings in relation to strategies used in the SLP**

Some differences were found between the strategies used in Phase I and Phase II. This was particularly related to the frequency of use of certain types of listening strategies.

Firstly, more specific strategies related to the structure of television news (i.e., focusing on the lead, attending to words—verbal information) were more frequently reported in Phase II. These specific strategies were included in the selective attention strategy category. For example, key words attention strategy was more frequently reported in Phase II (25%) than in Phase I (15%).

Secondly, there was no lead attention strategy reported in Phase I, but this type of strategy was reported in Phase II (9%).



The details of the strategies were derived from analysis of the data, which was composed of the written responses from the students in the Structured Listening Program (SLP). The strategies classified in the SLP included two key learning strategies (cognitive and metacognitive strategies), eight strategy categories, together with eight sub-category strategies in listening to TV news (Appendix R).

Inferencing (80%) had the highest frequency of the cognitive learning strategies, while selective attention strategy (89%) had the highest frequency of the metacognitive learning strategies. This is shown in Table 6.9.

**Table 6.9 Strategies used in the SLP**

Strategy categories	Frequency of mention	%
<i>Cognitive strategies (60%)</i>	191	60.00
Inferencing	153	48.00
a. Visual images inferencing	94	61.00
b. Elaborated inferencing	36	24.00
c. Texts inferencing	17	11.00
d. Voice/extralinguistic inferencing	5	3.00
e. Kinesic inferencing	1	1.00
Summarising	5	1.56
Elaboration	25	8.00
Comprehending	7	2.18
Translation	1	0.31
<i>Metacognitive strategies (40%)</i>	129	40.00
Directed attention	7	2.18
Selective attention	115	36.00
a. Key words attention	83	72.00
b. Lead attention	31	27.00
c. Context attention	1	1.00
Self-management	7	2.18
<b>Total</b>	<b>320</b>	

### 6.4.3 RQ1: Main findings

*RQ1: What levels of strategy awareness do upper-intermediate/advanced university EFL learners apply in their listening comprehension to television news as authentic spoken English?*

The key elements of RQ1 were levels of strategy awareness the students applied in listening comprehension to TV texts. The main findings were:

- Three levels of strategy awareness were applied in listening for the main points of TV news. They were Use, Reflection, and Control (see 6.4.4).

- All six participants operated at the Use level throughout the SLP. Awareness of strategy at the level of Use was evidenced in every listening session. The written responses of the students on strategies used in each session were coded on the basis of strategy type, and frequency of use.
- Reflection was evident in a few sessions in the first half of the SLP (Sessions 1–7), but in almost every session in the second half (Sessions 9–18). The data analysis was conducted by coding the responses focusing on the description of how each type of strategy was used in listening to the main points in each news segment.
- By contrast, there was only a little evidence of Control in Sessions 1–7 of the listening program. However, it was clearly evident in almost every session from Sessions 9–18.

The data on Control were obtained by coding the written responses to the open-ended questionnaire and focusing on any specific listening strategy mentioned by the students in relation to TV news structure. To ensure reliability of coding, a trained assistant recoded the responses using the same criteria. The inter-rater reliability of coding was 100%, as raters negotiated coding to concordance.

#### 6.4.4 Operational definitions

‘Strategy awareness’ was defined as the situation where the learners demonstrated a conscious use and selection of any type of strategy to enhance their listening comprehension. In the process of an EFL learners’ listening comprehension, it is hard to judge when listeners are aware of listening strategies. Therefore, in order to operationalise strategy awareness for the purposes of this study, strategy awareness was divided into three levels. These reflected the development from basic use to a more cognitive approach where reflection is noticeable, through to a final metacognitive level where strategy control is evidenced. Behaviour and interview responses were used to categorise responses into these three levels of awareness:

- **Use** was defined as the level of strategy awareness at which the students reported that they used strategies when listening and could demonstrate which one/ones.
- **Reflection** was defined as the level of awareness when students could not only use strategies, but could also describe how they use each strategy in listening, and show some analysis of and reflection on the cognitive process involved.
- **Control** was defined as the stage at which students could not only use and reflect on strategies, but could report an ability both to use the strategies consciously and also to make a deliberate selection of the strategies they considered appropriate to particular situations, texts and tasks.

#### 6.4.5 Detailed findings

As indicated, there were three levels of the student' strategy awareness (Use, Reflection, and Control) identified in listening to TV news texts.

It is important to note that Sessions 1–7 of the SLP were largely 'revision' sessions and were based on the students' current strategy use. Session 8 was pivotal in the SLP in that it presented a new and unusual strategy use linked to the journalistic structure of TV news broadcasts and in that it made explicit to students appropriate strategies for Use in listening to TV news.

##### 6.4.5.1 *Use*

Of all the strategies reported in the SLP, the highest individual frequency was reported by Participants 1 and 4 (who accounted for 21% and 20%, respectively, of the overall frequency of the strategies for Use). The lowest frequency of Use was reported by Participant 3, with approximately 11% of the overall frequency of the strategy use in the SLP. There was a moderate frequency of Use by the other three participants (P2 = 17%, P5 = 17%, and P6 = 14%). The frequencies are shown in Table 6.10.

**Table 6.10 Frequency of the Use level of strategy awareness in the SLP**

		Sessions																			
		1	2	3	4	5	6	7	8*	9	10	11	12	13	14	15	16	17	18	T	%
Participants	1	3	4	2	5	4	5	4		4	5	4	4	4	5	3	5	4	5	70	21
	2	2	3	2	3	1	2	4		2	3	3	3	3	3	6	3	6	4	53	17
	3	1	3	2	2	1	2	1		1	3	3	1	2	2	2	3	3	3	35	11
	4	2	7	5	3	2	5	3		2	5	3	4	4	4	4	3	5	3	64	20
	5	3	4	4	4	2	2	4		3	3	3	2	3	2	3	3	4	4	53	17
	6	2	3	2	3	3	2	2		2	2	3	2	2	2	3	4	3	5	45	14
																				320	

\* = Discussion session

#### 6.4.5.2 Reflection

Based on the student information on strategy use, it was apparent that Reflection was not applied by students in every listening session. The higher frequency of Reflection was evidenced in the second part of the listening program (Sessions 9–18). This frequency accounted for approximately 70% of all instances of Reflection in strategy awareness evidenced throughout the SLP.

The individual student record of Reflection strategy frequency was derived from the responses of the students. A slash represents an instance where Reflection was coded by the researcher at least once (Session 7). This was marked separately for each of the 18 sessions of the SLP. This is shown in Table 6.11.

**Table 6.11 Record of Reflection in strategy awareness in the SLP**

		Sessions																		
		1	2	3	4	5	6	7	8*	9	10	11	12	13	14	15	16	17	18	T
Participants	1	/	/	/	/	/	/			/	/	/	/	/	/	/		/	/	15
	2	/	/	/						/	/	/	/	/	/	/	/	/		12
	3		/			/				/	/		/	/	/		/	/	/	10
	4		/		/		/			/	/	/	/	/	/	/	/	/	/	13
	5	/	/	/	/	/	/	/		/		/	/	/		/	/	/	/	15
	6	/				/	/			/		/				/		/	/	8
																				73

\* = Discussion session

#### 6.4.5.3 Control

Results indicated that the Control of strategy use was not evidenced evenly across the SLP. There was little evidence, for example, of Control in Sessions 1–7 (less than 10% of all the evidence of control identified). However, there was very considerable evidence of Control after Session 8 (more than 90% of all the evidenced instances of control in SLP). The recording of this level of strategy

awareness is presented in Table 9. A slash represents an instance where Control in strategy awareness was codable at least once in a session by the researcher for each of the 18 sessions of SLP. All students showed evidence of Control in Session 18 and most also did in Session 17. This is shown in Table 6.12.

**Table 6.12 Record of Control in strategy awareness in the SLP**

		Sessions																		
		1	2	3	4	5	6	7	8*	9	10	11	12	13	14	15	16	17	18	T
Participants	1									/	/	/	/		/	/		/	/	8
	2										/	/	/	/		/	/	/	/	8
	3		/							/	/	/	/	/	/		/	/	/	10
	4		/		/						/	/	/	/	/	/	/	/	/	11
	5																	/	/	2
	6															/	/		/	3
																				42

\* = Discussion session

#### 6.4.6 Summary of findings

The pattern of strategy use in listening to TV news in the Structured Listening Program (SLP) was similar to that in Phase I. Both cognitive and metacognitive strategies were employed in listening to TV news. However, the use of metacognitive strategies in the SLP increased in percentage when it was compared to that in Phase I.

Three levels of strategy awareness were recorded—Use, Reflection, and Control.

Students were able to control for appropriate strategies in listening for the main points of TV news. Specific listening strategies for TV news (lead attention, key words attention) were clearly reported, particularly in the listening sessions undertaken after Session 8, the discussion of TV news structure and explicit instruction on specific strategies for TV news.

#### 6.4.7 RQ2: Main findings

*RQ2: To what extent do general and specific listening strategies enhance the main points comprehension of television news?*

The key element of this research question was the extent to which general and specific listening strategies enhanced the TV news main points listening performance.

The key finding was that the main points produced by the students in listening to TV news increased (higher in percentage) in the last two sessions (17 and 18) compared to those in the first two sessions (1 and 4) of the SLP. This possibly indicated that both the general and specific listening strategies and the explicit instruction together enhanced the students' capability in the TV news main points listening performance.

#### 6.4.8 General findings

The results indicated that the SLP appeared to enhance the students' listening to the main points of the news segments. This was evidenced by the extent to which the average percentage of the main points produced by the participants was higher in the final two sessions (Sessions 17 and 18) when compared with Sessions 1 and 4.

The six participants in Sessions 1 and 4 gained about 14% and 27% of the main points. In Session 9, the six participants gained 36% of the main points. In the last two sessions of the SLP (Sessions 17 and 18), the main points gained were 41% and 40% respectively. The percentage of main points gained by the participants in listening to TV news in the SLP increased.

The results at this stage were derived from the analysis of the participants' written responses on the main points of the news segments in each session. The analysis was carried out by randomly selecting the participants' responses from two sessions before Session 8, two sessions after Session 8, and the final two sessions, which were the summative assessment sessions in the SLP. Session 8 was designed to be a critical session in that it provided explicit instruction and discussion on how the news is structured and how best to get the substance or the main points from a standard TV news segment in English.

The main points responses produced by the students were assessed based on the information in the lead of each news segment. The transcription of every TV news segment was also used as a basis during the marking procedure. The lead of each TV news segment was distributed in separate points in tabular form, then the main points were computed (e.g. the news lead of the news segment used in Session 1 of Phase II has 11 main points)

The displayed main points of each TV news lead appearing in one column of the table were used as a basis for the assessment of the main points produced by the students in the selected SLP sessions. In the assessment, however, scores were also given to the participants when any part of the students' main points were derived from the details of each news segment. This meant the students gained scores in the assessment if their responses were relevant to the main points either in the lead or the detail of the TV news transcript (Appendix P). For a reliability check of scoring, a trained assistant conducted a second assessment following the same procedure. The percentage agreement was negotiated 100% and the agreed scores were used in the analysis.

The findings from the quantitative assessment include the main points in the TV news leads in six selected SLP sessions (1, 4, 9, 10, 17, 18), main points listening performances of six participants in each session, average main points performed by the participants in each session, and the percentage of the average main points. This is shown in Table 6.13.

**Table 6.13 Main points listening performance in the SLP**

<b>Sessions</b>		<b>1</b>	<b>4</b>	<b>8*</b>	<b>9</b>	<b>10</b>	<b>17</b>	<b>18</b>
<b>Main points</b>		<b>11</b>	<b>7</b>	<b>–</b>	<b>9</b>	<b>14</b>	<b>8</b>	<b>11</b>
<b>Participants</b>	<b>1</b>	0.5	1.0	–	3.5	5.5	4.5	5.0
	<b>2</b>	2.5	1.5	–	3.0	2.5	2.5	5.0
	<b>3</b>	3.0	2.0	–	5.5	5.0	3.0	4.0
	<b>4</b>	0.5	3.0	–	2.5	5.0	4.5	5.0
	<b>5</b>	2.5	2.0	–	3.0	6.0	3.0	5.5
	<b>6</b>	0.5	NR	–	2.0	3.0	2.5	2.0
<b>Average points</b>		1.58	1.90	–	3.25	4.50	3.33	4.41
<b>Average points in %</b>		14.36	27.14	–	36.11	32.14	41.62	40.09

NR= No response; \* = No scores for session 8

Apart from the findings based on the data shown in Table 6.13, there were also interesting findings that emerged from the qualitative analysis of the data. This was especially in relation to how the participants gained the information for the main points of some particular news segments.

The participants tended to report more information in the sessions conducted after Session 8. For example, in Sessions 10 and 17, the participants became much more articulate in reporting the main points of the news. They also gained information about the main points from both the lead and the details of the news

segments. By contrast, the responses in Sessions 1–7 tended to be shorter and less informative than those in Sessions 9–18.

#### 6.4.9 Specific findings

Specific findings in relation to RQ2 showed the findings based on both quantitative and qualitative assessments of the responses of the participants.

Specific findings for RQ2 were derived from a comparison of the responses of the participants in Phase I and Phase II. The opportunity to compare their main points listening performance was available on the grounds that one of the TV news segments in the selected listening sessions for this assessment (i.e., Marathon Swimmer) was used in both phases of the study.

However, it must be noted that the findings in relation to the comparison of the students' responses were analysed from the data in the two phases of the study, each of which was conducted in different circumstances. Therefore, some caution must be expressed in making the comparison.

##### 6.4.9.1 *Quantitative findings*

Based on the number of words reported for the main points of the same segment of TV news (Marathon Swimmer), it was found that the participants in Phase II reported more information than those in Phase I. The mean number of words reported in Phase II ( $M = 24.16$ ) was considerably higher than that in Phase I ( $M = 15.83$ ). This is shown in Tables 6.14 and 6.15.

The findings were derived from an analysis of the responses from all six participants in Phase II and from six randomly selected participants in Group 1 of Phase I.

In terms of the accuracy of the main points produced, the participants in the SLP, Phase II, performed better than those in Phase I.

These findings were derived from an analysis of the misinterpreted points made by the participants in both Phase I and Phase II. The total misinterpreted points (10) made by the participants in Phase I ( $N = 6$ ) was double the misinterpreted



points (5) made by the participants in Phase II (SLP) ( $N = 6$ ). This is shown in Tables 6.14 and 6.15.

The quantitative data of the six participants randomly selected from Group 1 in Phase I include the responses produced by each participant. If their responses were written in English, they remained in English; however, those written in Thai were translated into English by the author and checked for accuracy by an EFL Thai lecturer and an English native speaker. This is shown in Table 6.14.

**Table 6.14 The main points listening performance by Phase I participants ( $N = 6$ )**

The verbatim 'lead' of "Marathon Swimmer":

*Susie Maroney's traumatic day: The Sydney superfish who became the first person to swim from Cuba to the United States collapsed during a live TV show and then vowed to take on an even bigger challenge, the swim from Mexico to Cuba.*

Participant, Phase I	Words	Misinterpreted items	Written responses
3	12	1	Susie Marony swam across the sea, took the time for 45 hours.
4	14	2	Suesie Marony has swam across the sea from Cuba to Mexico for 45 hours.
9	9	1	The woman who swam across the ocean in Australia.
11	17	2	Susan, a swimmer from Cuba, collapse while having an interview about her swim from Cuba to Australia.
20	30	2	มีผู้หญิงชาวออสเตรเลียได้ว่ายน้ำข้ามทะเลจากออสเตรเลียไปคิวบา เธอใช้เวลา 45 ชม. 31 นาที ซึ่งก็ประสบความสำเร็จ แต่ทว่าระหว่างที่ให้สัมภาษณ์ เธอไม่สบายล้มลง จึงต้องนำส่งโรงพยาบาลท้องถิ่น (An Australian girl could swim from Australia to Cuba in 45 hours and 31 minutes. She was successful, but she collapsed during the interview and she was sent to hospital.)
26	13	2	About the Australian woman who swim in a sea from Sydney to Mexico.
Total $N = 6$	Mean 15.83	Total = 10	

'Misinterpreted points' were scored if participants indicated wrong information or information which was not actually given in the news 'lead' or the detail of the news. For example in Table 6.14, Participant 3's response read 'it took 45 hours to swim...'. Based on the detail of the news, "Marathon Swimmer" (Appendix P), 45 hours was the time expected for the actual swim from Cuba to the United States. However, the actual time taken for Susie Maroney to swim from Cuba to the United States was 24 hours and 31 minutes. Therefore, this

specific information reported in the response was wrong and therefore was counted as one misinterpreted point.

The detailed responses in relation to the main points of the TV news text used in the SLP (Phase II) include the number of words reported for the main points, the number of 'misinterpreted points' made, and the verbatim responses for the main points by each participant. This is shown in Table 6.15.

**Table 6.15 The main points listening performance by the SLP (Phase II) participants ( $N = 6$ )**

Participant, Phase II	Words	Misinterpreted points	Written responses
1	43	1	It's about the first person who swam from Cuba to the United States. She is Susie from Australia. She swam for 60 hours from then to then. When she arrived the USA, she had to go to hospital because she was much tired.
2	16	1	Susie Malony died?. She swam from Cuba to USA and she's faint when TV interview her.
3	17	2	Susie swims from Mexico to Cuba about 41 hours and she collapsed in front of the interview.
4	34	–	It's about the first swimmer who can swim from Cuba to USA. Everyone concerns her physics. They think she may be has problem after marathon swimming. They guess correctly because she collapsed while interviewing.
5	24	–	It's about the first Australian woman swims from Cuba to the United States. After she reaches the United States, she collapsed during the interview.
6	11	1	It is about the first person win in a swimming marathon.
Total $N = 6$	Mean 24.16	Total = 5	

Example of scoring 'misinterpreted points' in Table 6.15: In Participant 3's response, based on the information in the lead and the detail of the news, the information incorrectly mentioned was counted as two 'misinterpreted points': one was "(swimming) from Mexico" and the other was "(took) 41 hours".

#### 6.4.9.2 *Qualitative findings*

Based on the qualitative assessment of the responses performed by the participants in Phase I (Table 6.14) and in Phase II (Table 6.15), the responses in Phase II can be seen to be of higher quality than those in Phase I in at least two aspects.

Firstly, the main point listening performances were better in Phase II than those in Phase I. For example, most participants in Phase II showed their ability to gain accurate and specific information points in relation to the places for the start and the finish of Susie Maroney's marathon swim ("from Cuba to the United States"). This was not only correct, but more logical than some responses in Phase I, which stated that she swam from Cuba to Australia or from Sydney to Mexico.

Secondly, all the participants in Phase II gave their answers for the main points of the TV news in written English even though they were allowed to use Thai, their native language, in their responses. It was interesting to find that the main points listening output was logically expressed on the basis of both semantics and syntax of English. With the assistance of the words used in the news, the participants were able to summarise and formulate the main points of the listening input and then reported them in their own words.

For example, Participant 1: "It's about the first person who swam from Cuba to the United States...."; Participant 5: "...After she reaches the United States, she collapsed during the interview".

#### 6.4.10 RQ3: Main findings

*RQ3: What is the contribution of the structured listening program with strategy-based instruction to EFL learners' motivation and confidence in listening to English in natural contexts?*

The key elements of this research question were whether there was any evidence of increased motivation and confidence in the participants which could be observed as a result of the SLP.

The participants in the SLP commented that the instruction and training in listening strategies enhanced their motivation and confidence in listening to English used by native speakers. The experience gained in each session of the program seemed to encourage them to seek more opportunities in listening to TV news. They had sought other types of listening outside the classroom, which indicates increased motivation to listen to English in natural contexts.

For example:

“I often listen to English songs on the radio”.

“I borrowed video tapes from the library to practice listening”.

“When I went home at the weekend I watched English programs on UBC”.

“I listen to the English news more and that can give me more knowledge and learn how to pronounce words”.

“ I booked the time to watch the English programs on TV in the library”.

Apart from this, it was the researcher’s observation during the data collection period that some participants often stopped to watch satellite TV programs in English when the TV was playing.

These results give some indication that increased motivation and confidence were evident as derived from the qualitative analysis of the verbal responses of the participants. The data for this analysis were obtained through prompted interviews and through open group discussions carried out at the end of each SLP session.

### 6.4.11 Specific findings

The evidence from the participants' responses supports the qualitative findings related to RQ3. The specific findings include three key themes: learner motivation, learner confidence, and learners' comments on the SLP.

#### 6.4.11.1 *Learner motivation*

In the particular EFL learning context where the research data collection was undertaken, the EFL learners in the structured listening program reported that the program encouraged them to pay more attention to listening to news in English, both on TV and radio. Both types of motivation (instrumental and integrative) were observed in the participants' listening behaviour. The participants were keen to listen to English language news in order to improve their listening skills and gain good grades in their listening courses, which was an indication of instrumental motivation. In addition, the SLP increased the participants' integrative motivation in that the SLP could help the participants develop strategies in listening to TV news in English. The integrated strategies developed in the SLP can be used in listening to other types of English in real situations.

Specific findings gained from the data are presented to demonstrate several issues related to learner motivation:

1. The participants reported that they became more interested in listening to English language news either on radio or television after the sessions started and therefore often arranged their time to access English news sources.

Participants gave such comments as:

"In the past I never listened to the radio that foreigner speaks or DJ, but now I start listening to it and it helps me."

"After I joined the project, I realise that my listening skill is quite well. So I usually borrow some tapes from the library to practice skills and when I saw the native movie, I saw sound track that has no Thai speaking."

"...sometimes I try to listen to the radio with the DJ speaks English."

“ซึ่งตอนแรกก็อ่านข่าวแล้วพอรู้เรื่องก็ไปดูหนัง  
 แต่ตอนดูหนังก็อ่านข่าวไปด้วยในระหว่างที่ดูหนัง  
 (English translation by the author: “Before this, if I had a chance I listened to the radio or went to the movies for my listening practice, but now I know that we can understand news from television as well”.)

“การอ่านข่าวในภาษาไทยที่เข้าใจง่ายเป็นเรื่องที่  
 (English translation by the author: “Joining this project encourages us to pay more attention to listening to the news. In this project we have purposes in listening”.)

2. After introduction to television news structure, the participants reported that they often stopped to listen to television news whenever they passed the satellite television room in the university library. They said they often wanted to challenge themselves to get the main points of the TV news segments. They gave such comments as:

“เราที่เห็นข่าวในทีวีแล้ว ไปยืนดูข่าวในกล่องข่าวไปดูข่าวพอจะรู้  
 (English translation by the author: “... I entered the place to watch the news to find out what it was about whenever I walked past the place and heard the news”.)

“การอ่านข่าวในทีวีที่อ่านง่ายเป็นเรื่องที่  
 การที่เราดูข่าวในทีวีที่อ่านง่ายเป็นเรื่องที่  
 โดยที่เราดูข่าวในทีวีที่อ่านง่ายเป็นเรื่องที่  
 แต่ตอนดูข่าวในทีวีที่อ่านง่ายเป็นเรื่องที่

(English translation by the author: “I feel good that I had a chance to join this project because I don't have UBC at home. When we know how to listen, we want to listen more, and it is challenging to understand the news by using the techniques gained from the project. Before this I never paid much attention, just listened to the news superficially, but now I pay more attention to get the information when the news starts.”)

“I want to practice. I don't like to listen to the news, but now I like it.”

3. Some of the participants reported that on weekends they listened to television news on cable TV at home and used the strategies they had learned from the listening tasks of the SLP. They felt they understood much better when they knew what to focus on to gain the main points of the news. Before they joined the program, they had listened to TV news, but they just listened passively and watched the pictures to see what was going on. After learning about strategies for listening to TV news (e.g. focusing on the lead, focusing on words and using pictures to support), they used these and reported that they found that the strategies worked. They could gain information from the news much better than when only

watching the pictures. This is another indication of increased motivation through improved performance.

Some examples of the participants' comments were:

“...เพราะตอนแรกเมื่อฟังข่าว ฟังไม่รู้เรื่องด้วยและ ไม่มีขั้นตอน ฟังสะเปะสะปะ จับตรงไหนได้ก็นำมา บางทีไปจับบางส่วนที่ไม่ได้เป็นประเด็นสำคัญ การรู้เทคนิคจะทำให้ฟังง่ายขึ้น”

(English translation by the author: “Before this, when I listened to the news, I didn't get the information and I didn't have any process or technique in listening to the news, I just listened without focus, just got any part of news I could. Sometimes, what I got was not the main points of the news. Learning listening strategies makes listening easier.”)

“การฟังแค่ช่วงหนึ่งแล้วทิ้งไปก็并不会เกิดประโยชน์ ถ้ามีโอกาสก็จะฟังข่าวต่อไป เพราะช่วยพัฒนาการฟัง”

(English translation by the author: “Listening for a short period and stopping listening is not useful. I myself will go on listening to the news whenever I have a chance.”)

#### 6.4.11.2 *Learner confidence*

Greater confidence of the upper-intermediate/advanced EFL participants in the Structured Listening Program was evidenced from both indirect observation of behaviour and from direct comments made by individual participants.

The group discussions at the end of each session revealed that the participants gained more confidence in listening to authentic spoken English. Evidence showing confidence often appeared in conjunction with motivation in listening to TV news or to other types of native speaking English. It was observable that the participants became more confident in sharing information, opinions, comments on the listening texts (i.e. they talked more about the topics; they were eager to present their views to the group) when compared their discussion in the earlier sessions (Sessions 1-7) and in the later ones (Sessions 9-18).

Some of the participants' comments that revealed greater confidence appear demonstrated in the quotations below. Some were given in Thai and translated into English by the author, but many were given directly in English. This in itself probably indicates a greater level of confidence.

“I am more confident in listening”.

“I think when I have background knowledge, I have more...more confidence to listening to the news.”

“I think this project can help me, and when we have more chance to practice outside the classroom, in class I am more confident, proud, and listen better.”

“ถึงแม้จะไม่มี แบนกราวน์ ดูภาพ ฟังจาก key word และมั่นใจว่าเราต้องทำได้ เหมือนกับเราว่า ขาวนี้เกี่ยวกับอะไร”

(English translation by the author: “Although I don’t have any background, I look at the pictures, listen to key words and I am confident in myself that I can make it; keep thinking that we know what the news is about.”)

“...from many times that I listen to the news, both in this project and in my class, I think I am familiar with listening skills. I have more confidence to listen.”

“Joining the project makes me get used to listening to the news. When I am confident, I know that I can gain something from listening to the news.”

“I have a lot of confidence... I want to listen to every news that I can. If I have time I want to listen to the news.”

“...I think it can improve my listening so much because at first I can’t catch any word, it seems difficult for me and this time I can catch some words and I have confidence to listening and to talk with another people that today I have a test and I tell my friend about the news that I can listening and some friends they are surprised because I never good at English. I think confidence is important because I have brave or dare to speak with another people or can express my opinion or everything in my life and my close friends they are very surprised and they asked me what happened with you... I tell them about the project and this changed my opinion.”

“Journalistic styles can help me so much. In the writing class I learn how to write lead as well. This can help my writing course with the Lecturer A. I think I have more confidence.”

#### 6.4.11.3 *Learners’ comments on the SLP*

The following comments from the participants in the SLP are presented to demonstrate that they found the SLP useful for their English listening



development and also would be beneficial for other EFL learners if it was used in the standard EFL classroom. They gave such comments as:

“ถ้าในชั้นเรียนการฟัง มีการสอน strategies ว่าการใช้ strategy อะไรในการฟังข่าว ก็จะได้ พอเราออกไปสู่โลกภายนอกทำให้เรามีความรู้ที่ได้จากชั้นเรียนไปประยุกต์ใช้ในชีวิตประจำวันได้”

(English translation by the author: “I think it would be good if strategies are taught in a listening class in terms of how to use strategies in listening to news. We can apply what we learn in the classroom to our everyday lives.”)

“It improves my listening better than before I started with this project. It helps my listening a lot. I feel that it can help improve my listening more than before.”

“ฟังดีขึ้น รู้หลักวิธีการฟัง และก็มี ความมั่นใจเพิ่มขึ้น  
อยากให้เพื่อนคนอื่น ๆ สนใจที่จะ ฟังตั้ง ใจที่จะฟังและอยากให้เขาทำเป็นปกติ  
อย่างที่เขาฟังเพลงฝรั่งกัน เขาก็ฟังเพราะว่ามันเป็นแฟชั่น  
เขาก็ร้องตามแบบนกแก้วนกขุนทอง คือถามจริงว่าเขาฟังได้มั๊ย  
ส่วนใหญ่ก็จะฟังไม่ได้ และเขาก็ไม่รู้เพลงพูดว่าอะไร  
เพียงแต่ว่าเขาฟังเพราะเขาเคยชินหู  
ถ้าเกิดเขาฟังข่าวเหมือนกับที่เขาฟังเพลงเขาก็จะได้”

(English translation by the author: “My listening is better. I have learned how to listen and I have more confidence in listening to the news. I would like my friends to listen with attention and listen as a habit. Like when they listen to English songs because it is a fashion. They sing those songs following the singers sometimes without knowing the meaning. If we ask them what it means, most of them do not know what it means. They listen to them because it is familiar. If they spend time listening to the news as they do to music, they will get something.”)

“I think journalistic style is helpful for this kind of listening.”

“...it’s good to join the project because we have more chance to watch the news and we can practice speaking at the same time.”

“After I joined this project, I realise that my listening skill is quite well.”

“Listening can help your pronunciation, it can improve your pronunciation and it can give you some knowledge too.”

“Many time I didn’t get the news from the reporter, but this time I can get the point from the reporter. Feel more confident,...I don’t have time to practise. This project can help me a lot.”

“คือถ้ามี course นี้ หรือ project ลักษณะนี้ คือเด็กที่ไม่มี UBC ก็มีโอกาสดูฟังข่าวเข้าใจได้ จะได้พัฒนาการฟังขึ้น”

(English translation by the author: “When there is a course or a project like this, the students who don’t have the UBC at home will have a chance to listen to news and this can help improve their English listening skills”.)

“I can get more information from the news. In previous days I can get a few, but now I can get more.”

“...at home I just listen like a routine so sometimes it’s boring, but now I think oh...yah...ah I want to know how I can catch much of the news...ah challenging. I want to know how good I am.”

“โครงการนี้ก็ได้สอนให้กล้าที่จะแสดงความคิดเห็นออกมา  
อีกทั้งยังช่วยพัฒนาทักษะการฟังขึ้น แต่ก่อนหนูจะฟังค่อนข้างยากกว่านี้ค่ะ  
ถ้าเร็วก็จะจับไม่ได้เลย เพราะว่ารู้สึกว่าทุกอย่างมันเร็วเร็ว กันไปหมด  
จับอันแรกก็จะลืมอันหลัง ตอนนี้รู้สึกว่าจะได้ จับได้มากขึ้น รู้สึกว่าเข้าใจ  
เนื้อหาได้มากขึ้นกว่าเดิม”

(English translation by the author: “This project has taught me to be brave in expressing ideas, views and it has also helped me to improve my listening skills. Before joining this project, my listening was worse than this. If the news is fast I can’t get anything because I feel that everything is fast. Sometimes I could get the first information, then couldn’t remember the next information. Now I know myself that I understand the news better, can get more information than before”.)

“จริงๆแล้วในชีวิตประจำวันหนูไม่มีโอกาสฝึกอย่างนี้เลย  
เพราะว่าถ้าอยู่กับเพื่อนด้วยกันเองจะไม่พูดภาษาอังกฤษด้วยกัน”

(English translation by the author: “Actually, in everyday life I don’t have a chance to practice like this. When I am with my friends we don’t speak English.”)

## 6.5 Summary of Phase II findings

The results of Phase II were derived from the analysis of both written and verbal reports of the 6 Thai upper-intermediate/advanced university EFL participants during the 18-session structured listening program (SLP). This program was designed as a means of developing more effective strategies for EFL students in listening to English television news.

The findings showed that the participants applied three levels of strategy awareness in listening to television news: Use, Reflection, and Control. An increasing level of complication of strategy awareness was also found in the SLP. The level of Control mainly occurred after Session 8, in which an introduction to, as well as explicit instruction in, journalistic styles and television news structure were presented. Both general and specific listening strategies appeared to enhance the participants’ capability in obtaining the main

points of television news texts. The participants' motivation and confidence in listening to authentic English also increased during the listening tasks in the Structured Listening Program (SLP).

The next chapter of this study (Chapter 7) will be the discussions of the findings based on each research question in Phase I and Phase II.

## CHAPTER 7 DISCUSSION

### 7.1 Overview

This study was a two-phase investigation. The overall aim of the research was to investigate an aspect of language teaching and learning, specifically listening strategies with Thai university EFL students.

The aim of Phase I was to assess how students used listening strategies with authentic English television texts. The focus of the study was to survey the difficulties encountered, the strategies used, and the main points listening performance reported by Thai upper-intermediate/advanced English as a Foreign Language (EFL) learners with three types of authentic spoken English from pre-recorded television broadcasts: news; lifestyle programs; and commercials.

The discussion of the findings of Phase I, with regard to the three research questions, focuses on difficulties, strategies, and the main points listening performance reported by the participants in the study.

The aim of Phase II was to deliver and evaluate a Structured Listening Program (SLP) designed to develop the student strategies for listening to English language television news. The focus was to use the SLP for the explicit instruction of strategies for a particular type of TV text. This strategy-based listening instruction was conducted with a group of six Thai upper-intermediate/advanced EFL students.

The discussion of the findings of Phase II focuses on the level of strategy awareness applied, and main points listening comprehension, reported by the participants of the study when they were engaged in the Structured Listening Program, using English television news only as listening texts. The contribution of the SLP in relation to the motivation and confidence of the program participants will be also discussed.

## 7.2 Discussion of Phase I results

*RQ1: What do Thai upper-intermediate/advanced university EFL learners find difficult when they listen to authentic English-speaking television texts (i.e., news, lifestyle programs, and commercials)?*

The results of RQ1 indicated that there were seven main difficulty categories reported by the participants when listening to the three types of TV texts (i.e., news, lifestyle programs, and commercials). These were, in rank order (from highest to lowest), speed, vocabulary, comprehension/text types, accent/pronunciation, cognitive processing factors, distractions, and personal/emotional factors (see Table 6.1).

### 7.2.1 Difficulties in listening to three types of TV texts

The participants reported different types of difficulties in listening to the three types of TV texts—news, lifestyle programs commercials. All the difficulties identified were classified into seven difficulty areas (see Figure 6.2). The data were derived from the responses of the participants to the open-ended questionnaire in Assessment 1 and 2 of Phase I (Appendix F).

Speed or speech delivery rate was reported as the area of greatest difficulty in listening to all three TV text types. This was followed by vocabulary, comprehension ability/text types, accent/pronunciation, cognitive processing factors, distractions, and personal/emotional factors.

As there has been little or no research identical to this survey of difficulties encountered by upper-intermediate/advanced university EFL learners in listening to these three types of TV texts, types or categories of difficulty were classified based on general difficulties in second language listening as reported in previous studies (Lewis & Hill, 1985; Anderson & Lynch, 1988; Underwood, 1989; Nunan, 1991; Kitao & Kitao, 1996; Duzer, 1997). The discussion focuses on the difficulty areas or categories in rank order (highest to lowest).

Speed and vocabulary were reported as the main difficulty types in listening to TV texts. These data were derived from combining the results of Assessments 1

and 2. However, when the difficulty types were assessed in a disaggregated assessment (i.e., 1, 2), the pattern of reported difficulties was similar. Speed and vocabulary were ranked first and second by frequency of mention (see Table 6.2).

This indicated that speed and vocabulary were the factors that most hindered non-native learners of English in authentic listening to oral TV texts. Even learners such as the upper-intermediate/advanced EFL university students with a high level of English proficiency still found speed and vocabulary the areas of greatest difficulty in listening. This may be explained by several factors.

Firstly, this type of listening is difficult because it is one-way communication, provides no opportunity for feedback, and there is no interaction between the listener and the speaker. Therefore, unlike face-to-face conversation, the listeners had no opportunity to indicate to the speakers the need to reduce their speech rate, which non-native English listeners (often) do when they cannot follow a conversation or understand the message during two-way communication.

Secondly, broadcast information appears to the ESL/EFL learner to be delivered at a fast rate, although it is actually delivered at a slightly slower than normal rate for native speakers. The perception that broadcast information is delivered at a faster rate arises could possibly due to the fact that teachers of ESL/EFL usually adjust their speech rate to the level of the student or 'teacherese' (Mendelsohn, 1984; Bueno, 1999). In addition, other types of 'artificial' (unauthentic) listening materials prepared for teaching purposes are adjusted to the level of the student. Consequently, for non-native English listeners, it is not unusual for the apparent fast rate of a broadcast text to result in missed information, particularly if the listeners are unable to form the meaning of the message in time (Buck, 1995). The difficulty aspects (particularly in relation to speed) found in this study were consistent with general difficulties in second language listening comprehension of authentic material stated in the related literature (Lewis & Hall, 1985; Underwood, 1989; Griffiths, 1990; Buck, 1995).

A study conducted by Vogely (1995) indicated that Spanish second language learners reported several types of difficulty (i.e., combination of words into phrases, recognising grammatical structures, text type, understanding the gist, recognising words, using background knowledge) in listening to authentic Spanish-language TV programs. That study suggested that appropriate strategies should be used to overcome those elements of difficulty.

The listening difficulties reported by the participants in this study will be discussed individually by difficulty areas in the following section.

#### 7.2.1.1 *Speed*

Speed or speech delivery rate was the most frequently mentioned difficulty in listening to all three TV text types. This finding was consistent with Underwood's (1989) findings on listening difficulty, where it was asserted that speed (i.e., speed delivery rate) is the most difficult factor encountered by non-native English listeners when listening to native English speakers.

This finding that speed was the main difficulty area also accords with related literature on the speed of broadcast language. Broadcast speed is faster (about 165 words per minute) than normal lecture speed (about 107 words per minute). It has been regularly reported that 'broadcast' speed in listening texts often causes difficulty in second language listening for comprehension (Dunkel, 1988).

However, the speed of English in these three TV text types is not unusually fast for native speakers of English. Because authentic texts are not produced specifically for second/foreign language teaching purposes, the topics, and language structure, as well as the speech rate of the texts, are 'natural'.

Despite the difficulty with speed, authentic materials are still highly recommended for use in second/foreign language skills development. They work to the learners' benefit by exposing them to both the linguistic and cultural aspects of the target language within a natural context (Rivers, 1981; Brown & Yule, 1983; Lewis & Hill, 1985; Met, 1995; Nunan, 1997; Field, 1998; Grenfell

& Harris, 1999; Wanatabe & Caprio, 1999). Authentic materials usually provide ESL/EFL learners with several important elements of 'real' English.

In addition, when combined with the difficulties caused by other factors in the broadcast listening materials such as a lack of familiarity with the text type and topic, speed may have caused more difficulty. Speed was considered a distinct difficulty type, but in reality the other factors also contribute to the degree of difficulty in listening for EFL students. The verbatim reports of the learners in the study gave evidence that they considered speed to be their main difficulty area. However, the topic, cognitive processing of the listener, and style of presentation (e.g., commercial presented in song) were also mentioned in individual reports. For example, three participants responded: "couldn't keep up with the content"; "speed and length made me forget the beginning"; and "the song was fast/couldn't get all the words of song".

#### 7.2.1.2 *Vocabulary*

Vocabulary was reported as the second key type of difficulty in listening to the three TV text types.

It was possible that the students were not familiar with listening for the main points of authentic TV texts. Even though the vocabulary used in each text was not particularly complicated in relation to the English proficiency level of the students, these EFL students still found it difficult. This might be related to the characteristics of spoken language in the authentic texts. The vocabulary was not controlled by the teacher, either in terms of the speed of delivery or the content topic. This contrasts with the spoken language used in the classroom where teachers control the input. The characteristics of authentic texts in terms of speed and vocabulary are different from those used in controlled EFL classroom language. This often causes difficulty for second/foreign language students (Underwood, 1989). Vocabulary in some authentic materials has been found to be more difficult than that in textbooks, especially where the material has a complex structure and broad vocabulary (Lee, 1995).



### 7.2.1.3 *Comprehension ability/text types*

A comprehension ability/text type (12%) was reported as causing moderate difficulty. This is a level similar to two other types, accent/pronunciation (10%) and cognitive processing factors (9%). These three difficulty types were reported at a middle rank order when compared to the seven difficulty types reported by the participants.

Comprehension ability and text types were classified into one difficulty area in this study. The reason for this was that text type and comprehension ability are related factors in listening comprehension. According to the literature, text types often cause difficulty for ESL/EFL listeners. Listening difficulty in relation to text types/comprehension ability reported in this study has also been discussed in the literature. Different text types have often influenced difficulty types in listening comprehension for second language learners. Shohamy and Inbar (1992) approached ESL listening comprehension difficulty and text types from the language testing viewpoint. They reported that when three types of texts (i.e., news broadcast, mini-lecture, and consultative dialogue) were compared, news broadcast texts were more difficult to comprehend than the other two text types. Similarly, Brown (1995) found that second language learners found the listening text types were made more difficult when they contained more factors or people involved in the text content.

The finding related to particular text type in this study indicated that text types clearly created some difficulty in comprehending the listening texts. For example, one participant responded to a TV commercial, “couldn’t get the content presented in song”. This indicated that the student found it difficult to form the meaning of the message of the TV commercial text, when the message was presented in a song. One likely possibility is that the music distracted the listener’s concentration from the words or content of the song, unlike a native-speaker for whom the jingle is assumed to balance comprehensibility and memorisation.

This type of listening difficulty may also arise because, in general, both native and non-native speakers of the target language often listen to music for enjoyment and entertainment. Comprehending the song content, however, is not

always the main purpose of listening. Anecdotally it has been observed that in EFL contexts such as the present one, young people enjoy listening to songs in English and they can even sing the songs almost to the same level as professional English native singers.

However, not all of them understand either the content or words of the songs. This supports the contention that listening to songs for comprehension is rather different from listening to songs for entertainment, particularly in the case of non-native speakers. Therefore, it was probably not surprising that the EFL learners in this study found it difficult to extract accurate information for comprehension purposes when they listen to the commercials presented in songs or jingles.

The reported difficulties in relation to comprehension ability/text types in listening to TV news and lifestyle programs were considered general difficulties in second language listening. For example, participants reported that they “couldn’t get the main points”; and “didn’t understand the content”.

#### *7.2.1.4 Accent/pronunciation*

The level of difficulty with accent/pronunciation (10%) reported by the participants in this study was in the middle in the rank order of the seven difficulty categories. That the students found accent/pronunciation difficult could be due to several factors.

Firstly, EFL students are usually familiar with the English used by the teacher in the classroom who is generally not a native speaker. When they listen to authentic English texts, students generally find it difficult to comprehend the meaning. In addition, the accent/pronunciation of native speakers in TV texts are different from that of the classroom English teacher. Therefore, it is not surprising that accent/pronunciation was reported as causing some difficulties in this study. This finding accorded with previous research which reported that accent/pronunciation was one of several difficulty types encountered by second language learners (Lewis & Hill 1985; Sally 1985; Underwood, 1989; Nunan, 1991; Ferris & Tagg, 1996; Duzer, 1997).

Secondly, the three types of TV texts used in the study were recorded from Australian television programs, so most of the speakers involved in each listening segment were Australians. The accents, however, could be classified as both British and Australian English accents. Therefore, it was likely that the EFL student listeners who were not accustomed to these accents found it difficult to grasp every single word in the text. This would cause difficulties, especially for students whose main strategy was to focus on individual words while listening. Some examples from the reports illustrate this: “not familiar with the accent”; “not used to the pronunciation”; “not used to native speakers’ accents”; and “not used to Australian accent”.

The reported difficulty with the accent/pronunciation of Australian English was consistent with the point raised by Burke and Wyatt-Smith (1996). They also stated that unfamiliar accents, speed and colloquial English were difficulties encountered by non-English speaking background students in Australia.

Australian English is a clearly distinct form of English which differs in various ways from other native English such as British American and Canadian English (O’Grady, 1995). There are also variations in the breadth of accent in Australian English. Horvath (1985) has pointed out that a high percentage of Australians speak broad Australian English and that the majority of the pronunciation variants of Australian English are in the vowels (i, e, o, u, ai, au).

One example of where the Australian accent may have influenced the students’ hearing in terms of accent/pronunciation was found in the response of a participant in Phase II who responded, “Died?” What the newsreader had actually said was “day”, as in “Susie Maroney’ s traumatic day”.

It was not unusual therefore for some of the Thai EFL students to report that they found accent/pronunciation in some parts of the TV texts difficult. Other possible local reasons for this reported difficulty type were: (1) in the context where this study was conducted, Australian TV programs were not as popular/familiar as those from other English-speaking countries; (2) students in the study were familiar with English accents other than Australian (e.g., American English); and (3) commercial listening packages selected for

classroom listening often consisted of a limited range of English accents/pronunciation (e.g., US, British).

Even though some EFL students found accent/pronunciation difficult in listening to authentic English TV texts, it has been recommended by various authors that texts with a variety of accents should be used (Brown & Yule, 1983; Underwood, 1989). Ur (1984) argued that EFL/ESL learners who were familiar with different English accents often have higher potential to be successful in listening to spoken English texts.

#### 7.2.1.5 *Cognitive processing factors*

Cognitive processing factors were also reported at the middle rank order of difficulty type in the seven difficulty categories. The students' responses indicated that this type of listening difficulty was influenced by the students' cognitive process. For example, the students in the study reported that they could not form the main points of the text because of the following reasons: "couldn't remember well"; "had to translate into Thai for my understanding"; and "couldn't connect sentences for meaning". All of these reported difficulty types were regarded as being related to students' individual cognitive abilities.

Both the cognitive processing of listeners and the characteristics of texts are involved in listening comprehension. Brown (1995) stated that cognitive load usually creates difficulty in listening comprehension. She asserted that the topic of a text, the length of a text, and the purpose of a text are all related to the cognitive demands of the processing task. Texts with many people and objects as part of a story often cause more difficulty for, or make more cognitive demands on, second language learners in listening comprehension.

Theoretically speaking, in listening to spoken English, the difficulty in comprehension usually arises from two key factors: (1) the listening material, and (2) the listeners. In addition to these two key factors in the listening comprehension process, there are also other factors such as the nature of the linguistic and communicative input, the recipient's linguistic and background knowledge, and the contextual information derived from the situational context

and the linguistic co-text. All of these factors share their roles cooperatively in the listening comprehension process (Faerch & Kasper, 1986).

Types of difficulty in listening comprehension to spoken language classified in this study concur with those of Dunkel (1991). Based on a summary of previous research, he pointed out that both internal and external factors affect the ease or difficulty of listening comprehension. The content, structure, and linguistic components of the text; the speakers' style of delivery and speech in terms of comprehensibility of the speed, accent, the use of discourse markers, and organisation of information delivered; all affect listening comprehension.

Anderson and Lynch (1988) have identified three main factors that lead to difficulty in listening comprehension: (1) the type of language used in the text, (2) the context in which listening takes place, and (3) the task or purpose of the listening. The results of the present study on difficulty types such as comprehension ability, accent/pronunciation and cognitive processing factors therefore agreed with the three factors identified in the literature.

#### 7.2.1.6 *Distractions, and personal/emotional factors*

Distractions and personal/emotional factors were reported at low rank order of difficulty areas (based on frequency of mention). Theoretically, these two types of difficulty arise from several factors, such as the type of text, the content, the speaker, the listener, and the context in which listening takes place. However, they did not appear to affect the students in the current study to any great extent.

After listening to TV texts, participants reported several types of distractions and personal/emotional factors. These included "enjoyed the pictures and forgot to focus on the content"; "pictures shifting made me confused"; "the changing of scenes prevented me from understanding"; "enjoyed the music and couldn't get the meaning"; and "couldn't hear clearly".

With regard to the difficulty caused by distractions, previous research has found that visual information plays a significant role in enhancing the meaning, construction and interpretation of oral texts (Mueller, 1980; Ur, 1984; Sheerin, 1987; Kellerman, 1992). However, the findings in this study showed that the use

of pictures can play a negative as well as a positive role. This study found that pictures were regarded as distractions, especially when listening to gain the main points of television texts. This is supported by the report of the study by Thompson and Rubin (1996), who found that pictures in some of the news items were distracting.

The participant's responses suggested that, for some participants at least, the pictures in TV listening material distracted from the content of the spoken text. It could possibly imply that focusing on the pictures while listening to this type of material did not always enhance the listener's capacity to gain the main points of the text.

### 7.2.2 Difficulties by individual TV text types

The difficulty areas reported for each type of TV text were essentially similar, although there were some particular difficulties associated with each text type.

#### 7.2.2.1 *Difficulties with TV news*

The frequency of difficulties in listening to the news was higher than that with the lifestyle programs and commercials (see Figure 6.1). This could be interpreted simply as implying that there are more difficulties associated with listening to news segments than listening to the other two TV text types. Non-native speakers of English generally complain that they encounter a variety of difficulties in listening to television news in English. Comments such as "it is too difficult", "the reporters speak too fast", "the content is too complex and the vocabulary is too difficult" have been reported elsewhere (Mackenzie, 1997, p. 1).

However, it is also possible that the participants in the study were not used to listening to this type of text and were unaware of the unique characteristics of the news. They were therefore unable to apply appropriate strategies to deal with the style and structure of the information presented.

There is a second possible reason that makes listening to news texts more difficult than to the other two types of broadcast text used in this study. This is the fact that news is presented deliberately to inform audiences about topical

current events and it is directed to native speakers who are also mainly of the same cultural group as the producers of the news program. EFL learners may well be unable to predict the variety of events, scenes and people involved in each news segment because both the language and the cultural context are unfamiliar. However, the topics in any lifestyle program or commercial are usually more predictable as the content reflects a single theme and purpose in each segment presented and perhaps contexts that are universally familiar (e.g., cars, houses).

The findings on difficulty types in listening to TV texts indicate that it may be necessary to teach specific strategies appropriate to different types of listening texts. This also suggests that the approach of encouraging the use of general strategies may be unhelpful, if not counter-productive in some cases, to dealing successfully with all types of listening texts.

#### 7.2.2.2 *Difficulties with TV lifestyle programs*

As indicated, lifestyle programs are usually presented by ‘celebrity’ program hosts. The audience or listeners tend to be involved in the ‘how to’ nature of the program, following what happens with a certain topic (e.g., decorating a room using recycled materials). Lifestyle programs are considered Informal Education/Recreation and Leisure Programs (Television Program Categories [Canada], 2001). Therefore, the information presented in TV lifestyle programs tends to be less difficult or complex than that in TV news items. In terms of the content of a program, there is reduced complexity in that not many people, objects or places are presented as part of the information. Therefore, this type of listening text is less difficult than the text story with many people or objects involved (Brown, 1995).

The Thai EFL students however still encountered some difficulties when listening to the lifestyle program texts. This was particularly the case with the technical vocabulary used in some topics (e.g., carpentry). This was evidenced in such participants’ responses as:

- “didn’t know words about carpentry and building”

- “didn’t know words about decoration”
- “limited vocabulary”.

#### 7.2.2.3 *Difficulties with TV commercials*

The findings showed that in listening to TV commercials, one difficulty category was reported at a level slightly higher than the same difficulty category for the news and the lifestyle programs. This was comprehension ability/text types.

The commercial ‘spots’ on TV are very short, usually lasting only 30 seconds. The students were therefore possibly unable to gain all the information required and this might have resulted in their report of difficulty in terms of their comprehension ability. Responses such as, “hard to get the content presented in song” indicated the main source of difficulty.

This finding showed that English language TV texts presented in songs or jingles such as in a TV advertisement cause difficulty for EFL listeners in comprehending the main points of the text.

*RQ2: What strategies are frequently employed by Thai upper-intermediate/advanced university EFL learners to assist their listening comprehension to authentic television texts?*

The main findings (see 6.2.5, Chapter 6) indicated that the Thai upper-intermediate/advanced EFL learners in this study reported using eight main categories of strategies while listening to the three types of TV texts. These were in rank order by frequency of mention (from highest to lowest): inferencing; directed attention; selective attention; summarising; elaboration; comprehending; self-management; and translation (see Figure 6.7). In this study, strategy types were categorised mainly on the basis of the strategies devised by O’Malley and Chamot (1990), Oxford (1990), and Vandergrift (1997a).

The written responses of the study participants related to strategy use were classified under these eight main strategy categories and then they were ranked on the basis of the frequency of report (see Table 6.5).



More specific strategies in listening to TV texts were also examined. Two of the main strategies were divided into strategy sub-categories—inferencing, and selective attention. This sub-category strategy division was made on the basis of Vandergrift's (1997a) strategy classification. Inferencing consisted of five sub-category strategies: visual images inferencing; kinesic inferencing; texts inferencing; elaborated inferencing; and voice/extralinguistic inferencing. Selective attention was divided into three sub-category strategies: key words attention; sentences attention; and context attention (see Table 6.3).

### 7.2.3 Strategies used in listening to three TV text types

The strategies reported by the students will be discussed in terms of strategy types and how each strategy type could be linked to previous research.

#### 7.2.3.1 *Inferencing strategies*

The study found that inferencing was the most popular strategy category reported by the students in the present study. The highest level of use was visual images inferencing (a sub-category strategy of inferencing strategy category) (see Table 6.3).

A possible explanation for this finding could lie in the fact that the three types of listening texts were taken from television. The role of pictures or visuals is integral to TV texts and would significantly influence the students' listening comprehension process.

This finding was consistent with those of previous studies regarding the predominant role of visual information, both in videotapes and television programs, as second language listening comprehension supporters (Mueller, 1980; Graber, 1990; Kellerman, 1990, 1992; Crigler et al., 1994; Thompson & Rubin, 1996; Ockey & Ogden, 1999). However, as previously noted, visual images in newscasts are not always related to the information reported in the words or verbal information (Rubin, 1995b) and are not always useful.

However, as visual images or pictures clearly play a significant role, either positive or negative, in listening to TV texts, the following discussion will focus on visual information in relation to listening strategies.

### 7.2.3.2 Visual information in TV texts

There are three main kinds of visual information in TV programs: (1) pictures presented through video to support the event reported; (2) texts within a story (i.e., places, signs, banners, placards, logos, etc); and (3) written texts on the screen, which are superimposed by a TV newscast director (e.g., news topics, names of persons, places, etc.).

Using video or any type of listening texts with visual information has been encouraged in second language listening. Pictures in the texts often enhance listeners' capacity to comprehend the texts (Thompson & Rubin, 1996). However, this present study found that pictures in TV texts, particularly TV news, were not always relevant to all the events reported in words. Three examples from this study were:

4. *From the news topic, "De facto Rights"*: It was observed that while the news reporter was reporting the news content (e.g., the news information presented in words read, "One in every 10 couples in Tasmania live together without being married, but if they break up, it's often more gruelling than divorce"), the pictures presented were about people walking in the city centre (see Appendix S). In this case, if the EFL learners focused on the pictures, it would be difficult to gain the main points of the news text.
5. *From the news topic, "Marathon Swimmer"*: While the lead of the news read, "Susie Maroney's traumatic day: The Sydney superfish who became the first person to swim from Cuba to the United States collapsed during a live TV show", all the pictures on the TV screen showed the girl swimming (See Appendix S). In this case, if the students focused on watching the pictures to form the meaning of the message, they would not be able to gain the main points of the news text as presented in the news lead mentioned. This indicated that when pictures in TV news were very general, the students had to focus their listening on verbal presentation to gain the main points of the text.

6. *From the news topic, "Korea Fire"*: While the anchor was reporting the news lead, which was about the fire that occurred at a kindergarten children's camp in Korea, the news topic that appeared on the TV screen was "Korea Floods" (see Appendix S). This must have been a mistake made by the newscast director in the TV newsroom. However, from an EFL listening viewpoint, EFL listeners who were used to reading or watching pictures to gain the main points of the news would possibly misinterpret the information of the news text or be less confident in interpreting the meaning of the listening text.

Thus, EFL learners who are used to, or pay more attention to, watching pictures/reading texts to gain information from television texts may not attend to verbal presentation listening for the main points of some news texts. This can be a problematic strategy if the TV news presents irrelevant texts or very general pictures to accompany a news story. The finding indicated that strategies appropriate for a particular text type (e.g, TV news) should be taught explicitly.

#### 7.2.3.3 *Summarising, elaboration, comprehending, and translation*

The other cognitive strategies reported by the learners in the present study were summarising, elaboration, comprehending and translation. These four types of strategies were related to the learners' mental process in dealing with the listening input and task, which form the listening output as the main points of the text. These findings agree with the effective strategies reported by American university students studying Spanish as a foreign language when listening to authentic Spanish texts taken from a television program (Vogely, 1995). Even though Vogely's (1995) strategy findings were not based on the same classification as the present study, the second-language listeners reported shared similar strategies in listening to TV programs. Examples of the strategies reported as effective in enhancing listening comprehension of episodes from a TV program included: understands gist; and, uses background knowledge. Both strategy types could be classified respectively as summarising and elaboration in this present study.

#### 7.2.3.4 *Directed attention and selective attention*

The metacognitive strategies of directed attention and selective attention were reported in the second and third frequency rank in the present study. It was found that key words attention, which was classified as a sub-category of selective attention, was the most frequently mentioned strategy in listening to the three TV text types. It could possibly be inferred that attending to key words was a listening strategy frequently used/taught in listening to authentic English texts in EFL classrooms.

Theoretically speaking, the findings on key words attention suggest that the EFL students in the present study tend to favour the use of a high level of ‘bottom-up’ processing for comprehending written and verbal texts. ‘Bottom-up’ processing refers to using linguistic features, words, and grammatical parts of the text to form comprehension. Focusing on the macro features of the text in comprehension, by contrast, is called ‘top-down’ processing (Nunan, 1991).

The finding that the students focused on key words (bottom-up processing) possibly indicates that key words attention was a frequent strategy needed to ascertain the main points of the particular text type, such as the TV texts. Cognitive theory suggests that the use of bottom-up and top-down processing is required for effective processing of text (Howard, 1985). Therefore, it was possible that the students used key words attention (bottom-up processing) in combination with other strategies such as elaboration strategy (top-down processing) in listening to the main points of TV texts.

In addition, according to the study on listening performance, especially in the English listening test, bottom-up processing strategies were reported as useful for students to gain correct answers for a particular type of question item (i.e., ‘non-matching schema’ test items) (Tsui & Fullilove, 1998). This confirms that second language learners still need bottom-up processing to form the meaning of particular texts and tasks.

#### 7.2.3.5 *Cognitive and metacognitive strategies*

When the three categories of strategies—cognitive, metacognitive, and social-affective (O’Malley & Chamot, 1990)—were taken into account, the findings in

this study showed that cognitive strategies were more frequently employed than metacognitive strategies. However, there were no reported social-affective strategies.

The higher level of use of cognitive strategies over metacognitive strategies reported in this study was similar to the pattern of learning strategy use reported by the beginning and intermediate ESL students in the research by O'Malley, Chamot, Stewner-Manzanares, Kupper and Russo (1985). However, the majority of those ESL students were Spanish native speakers studying English in the United States; a different set of circumstances from those in the present study. It could be argued that, generally speaking, a similar pattern of strategy types was used by both ESL and EFL students despite the difference between the native language background of students and the context where the target language (English) was studied.

However, the findings of the present study gave more details in relation to strategy types than the strategies classified by the influential second language research (O'Malley & Chamot, 1990; Oxford, 1990). More specific strategies classified in the present study were in the inferencing strategy and selective attention strategy categories. For example, the inferencing strategy category was classified into specific strategies such as visual images inferencing, kinesic inferencing, texts inferencing, elaborated inferencing, and voice/extralinguistic inferencing. Selective attention was classified into three sub-category strategies: key words attention, sentences attention, and context attention.

For the pattern of strategy use in EFL listening comprehension, it was possible to argue that cognitive strategies in the inferencing strategy category formed a basic strategy type that the EFL students used to comprehend the main points of the three TV text types.

***RQ3:** What level of listening performance do the students display in relation to TV texts?*

The findings showed that the improvement of the students was shown in listening to TV lifestyle programs and commercials (see 6.2.10, Chapter 6). However, there was no statistically significant difference in listening to TV

news. The findings were shown in the statistical results from the comparison of mean scores of the main points listening performance of the students between Assessment 1 and Assessment 2 of Phase I (see Table 6.7).

This possibly indicates that the listening practice sessions with general strategies that were carried out between Assessment 1 and 2 sessions had affected student listening for the main points in two TV text types (lifestyle programs and commercials). However, the use of general strategies in the listening practice sessions did not result in the improvement of the main points listening performance with TV news.

That the level of listening performance of the students with each TV text type did not conform to the same pattern was possibly due to several reasons: mainly input (TV text types), selection of strategies and individual listener characteristics. These three main factors were similar to the overall factors that are usually involved in a language listening performance stated in Brindley (1998). In Brindley's study the factors involved in the students' listening performance, particularly in a language listening test, included the nature of the input (speech rate, length, background, syntax, vocabulary, noise, accent, etc.); tasks in the assessment; and characteristics of listeners.

#### 7.2.4 TV text types

The three TV text types used in the study were different in terms of structure, content, and style of presentation. These could also be the main factors that affected the main points listening performance of the students.

TV lifestyle programs and commercial texts often consist of pictures relevant to the verbal information presented. For example, in the lifestyle program topic 'House renovation', the pictures clearly showed the process of renovating the house. The pictures, actions of the people in the story and the verbal information presented in TV lifestyle programs usually assist the viewers to interpret the main points of the texts. TV lifestyle program texts are usually well documented and show the logical sequence of events. Similarly, in TV commercial segments, the listeners are likely to gain considerable information through the pictures.

Any commercial segment consists of clear and meaningful pictures that can attract the audience, as the purpose of this text type is to sell the products (Nylén, 1993). Normally the length of each commercial segment is about 30 seconds; therefore, clear pictures and short, attractive phrases are the main components of television commercials.

Television news is composed of both visual and verbal information; however, visual images or pictures in television news texts deliver more complicated information than that in lifestyle programs and commercials. The scenes or settings of the events in television news are often shifted and this often causes confusion for non-native learners of English in the main points interpretation of the text.

Based on the characteristics of TV programs such as news, lifestyle programs and commercials (Berner, 1992; Nylén, 1993; Cohler, 1994; Hewitt, 1995; Carroll, 1997; Bonner, 2000), the order of the information presented in lifestyle programs and commercials tends to be less complicated than that in TV news. In addition, listening texts with less complex content often lessen the cognitive load of listeners and this could increase the learner's level of listening performance (Brown, 1995).

Misinterpreted points were found more often in the students' responses to the news segments than to the lifestyle programs and commercials. As the main points of the news segments consisted of places and names, students tended to mention several incorrect items as the main points of the news segments. This agrees with the findings of Rubin's (1994) study, which stated that information processing in listening is complex, and that sound modifications in words heard by second language listeners are often similar and this contributes to misinterpretation of the text. This often hinders listening performance because students lack recognition of the places or names presented in the listening texts and tasks.

#### 7.2.5 Selection of strategies

Selection of appropriate strategies for each text type often affected listening performance. From the observation of the three TV text types used in this study,

such general strategies as 'looking at the pictures' seemed to be effective in listening to TV lifestyle programs and commercials. This could probably support the findings that students showed improvement in their listening performance with those two TV text types.

In the case of TV news listening performance, the strategies selected for TV news in this study might have been too general for TV news, which is 'complex' in content delivered in a specific structure. Therefore, selection of inappropriate strategies for TV news might have been the explanation for the findings in relation to the main points listening performance of TV news. The significance of appropriate strategies in second language learning was supported in previous research (Chamot & Kupper, 1989; Vann & Abraham, 1990; Chamot & O'Malley, 1994). The argument was that effectiveness in second language learning did not depend so much on the number of strategies the students used, but the appropriateness and the flexibility of strategies for the different text types and tasks.

#### 7.2.6 Student characteristics

Even though the students in this study reported that they used several types of strategies, the improvement in their listening performance varied in the three TV text types. Two factors likely to affect the findings have already discussed. However, the other factor to be considered was the students' characteristics.

Research has demonstrated that a number of factors related to individual student characteristics usually affect listening performance. These include language proficiency level, memory and attention, background knowledge, and motivation (Brindley, 1998).

In the case of listening to TV news in this present study, the main factors could possibly be due to the students' background knowledge and learner strategies for each news topic. As TV news presents different current events to the audience, it was possible that the students were unable to match their background knowledge with the textual information to form the meaning of the news texts. In addition, students had not learned specific strategies in relation to TV news structure in normal EFL classrooms.



### 7.3 Summary of Phase I discussion

Thai university EFL students in the present study reported seven difficulty types in listening to three TV text types. Speed and vocabulary were reported as the greatest difficulty areas in listening to TV texts. This was in agreement with general difficulty types in second language listening as indicated in the literature review of this study. In terms of strategy use, reported strategies were classified into eight strategy categories. Cognitive strategies were reported more frequently than metacognitive strategies in listening to three TV text types. The most frequently reported strategy type was visual images inferencing. This indicated that Thai university EFL students depended greatly on pictures to form the meaning of the TV texts.

However, the general strategies reported in listening to the three TV texts did not show significant differences in the main points listening performance of TV news, while they did with TV lifestyle programs and commercials. This indicated that listening to TV news might need more specific strategies. Therefore, Phase II of the study was designed to use a Structured Listening Program (SLP) to teach specific listening strategies for TV news. This was conducted as an attempt to evaluate the program. The focus was the explicit instruction of strategies in listening to the main points of TV news.

### 7.4 Discussion of Phase II results

*RQ1: What levels of strategy awareness do Thai upper-intermediate/advanced university EFL learners apply in their listening to English-speaking television news?*

The main findings indicated that awareness of strategy in listening to TV news texts was evidenced in the reports by the six upper-intermediate/advanced EFL students at three levels of awareness (Use, Reflection, and Control) (see 6.4.3, Chapter 6).

#### 7.4.1 Levels of strategy awareness

This section will discuss three levels of strategy awareness (Use, Reflection, and Control).

The level of Use in strategy awareness was found in every listening session in the 18-session Structured Listening Program. However, the levels of Reflection and Control in strategy awareness were mainly found in the later sessions (Sessions 9–18). This was possibly due to the fact that the strategy practice and instruction in the previous sessions, but particularly in Session 8, made the students more aware of listening strategies. Session 8 was designed for open discussion and instruction in relation to news styles, focusing on TV news structure that was linked to listening strategies to gain the main points of TV news broadcasts. Therefore, the explicit instruction in Session 8 was likely to encourage the students to develop levels of strategy awareness in listening to TV news.

#### *7.4.1.1 Level of Use*

As indicated, listening strategies in the SLP (Phase II) were classified into eight categories, the same as those used in Phase I (see Table 6.9, Chapter 6). This showed that the students in the SLP had been aware of a general level of strategy awareness, Use.

These eight strategy categories were presented on the basis of the students' reported frequency of mention (as a percentage of all categories mentioned): inferencing (48%), selective attention (36%), elaboration (8%), comprehending (2.18%), directed attention (2.18%), self-management (2.18%), summarising (1.5%), and translation (0.3%) (see Table 6.9, Chapter 6).

In relation to inferencing strategies, the sub-category strategy that was reported most often was visual images inferencing. This meant that pictures were used mainly to assist comprehension of the main points of a TV news broadcast. This finding was in agreement with a study on the influences of visuals or pictures in learning from TV news, which found that when pictures and verbal information on TV news were relevant, the pictures were regarded as an aid in obtaining verbal information (Brosius, Donsbach, & Birk, 1996).

Another strategy frequently reported as used was selective attention. Key words was a sub-category strategy in this category, which was reportedly used most often (72% of selective attention strategies). Selective attention strategies were

in the metacognitive strategy categories. This could be interpreted to mean that the students in the SLP tended to use more metacognitive strategies in listening to TV news. Metacognitive strategies usually allow language listeners to know how to listen and control their listening process; therefore, there was an indication that the students had developed their strategy awareness to some extent.

The other strategy categories (elaboration, comprehending, directed attention, self-management, summarising, and translation) were reported at a level of Use of less than 10%; clearly less frequent than inferencing and selective attention strategies. All of these strategies were in cognitive and metacognitive strategy categories, which are regarded as the general strategies used by second language learners in listening comprehension (O'Malley & Chamot, 1990). These two categories of strategies have been reported as the main strategies used in listening to oral texts by students studying French as a second language (Vandergrift, 1992). This confirmed that the students in the SLP were aware of strategies in listening to TV news (at least at a level of Use).

However, previous research stated that the types and frequency of strategies used by learners often vary depending on other factors, such as the learners' cultural background, motivation, language learning styles, and the EFL or ESL settings in which language learning takes place (Wharton, 2000). Cultural background in particular often influences the learner's choices of language learning strategies (Bedell & Oxford, 1996). Therefore, the use of strategies as reported by the students in the SLP was limited to those indicated factors, as well as the explicit instruction of strategies for TV news undertaken in the SLP.

#### 7.4.1.2 *Level of Reflection*

Reflection was a term used in this study for a higher or more complex level of strategy awareness. This level of strategy awareness was coded from the written responses of the students in the study. It was based on the description made in relation to how each type of strategy was used, where the students had indicated a reflective component to their strategy use (e.g., "listened to words reported and used the pictures to help", "tried to get what the news reader said", "be confident that I know this topic", etc.).

Reflection was reported more frequently in the second part of Phase II (70% of Reflection occurred in Sessions 9–18 of the SLP) than in the first part (30% in Sessions 1–7). The finding indicated that the students were reflective in explaining how they used the strategies in listening to the main points of the news segments. It was possible to claim that since the students had had a more structured/focused experience in using strategies in the first part of the SLP, they could reflect better on how the strategies were used in the second part. In addition, the discussion and instruction in relation to news structure and strategies for TV news listening in Session 8 could have resulted in the greater reflection in Sessions 9–18. Strategy awareness at this stage was likely to be affected by the explicit strategy instruction. This agrees with the argument that listening strategy can be taught, and that strategy instruction can lead to awareness of strategy use. This can eventually link to students' improvement of their listening comprehension (Mendelsohn, 1994, 1998). In addition, the greater level of Reflection in strategy awareness found in the SLP could reflect the influence of strategy awareness raised through the explicit instruction in strategy in listening to TV news broadcasts. This accords with the significance of strategy awareness and strategy instruction in second language learning discussed by McDonough (1999).

#### 7.4.1.3 *Level of Control*

The finding in relation to strategy awareness at the level of Control showed that signs of control in strategy use occurred more in the second part (90%) of the SLP than in the first part (10%). This indicated that the students gave evidence of becoming more aware of using strategies to facilitate their listening to TV news broadcasts through the SLP. The appearance of Control in strategy use appeared more frequently in Sessions 9–18. This was possibly due to the explicit instruction and discussions of TV news style, as well as the teaching of specific strategies for TV news listening undertaken in Session 8.

That the students in the SLP developed their strategy awareness to the level of Control was evidenced in the reported metacognitive strategy category, and in particular, the selective attention strategy category. The findings showed that the use of selective strategies was more frequently reported in the SLP (36%) than

in Phase I (20%) in listening to TV news. This could indicate that the strategy taught and the listening strategy awareness raised in the SLP had influenced the increased use of metacognitive strategies.

This claim was supported by Chamot and O'Malley (1994) who asserted that appropriate strategies can be explicitly instructed and the results of instruction usually leads to development of metacognitive strategies and this will help language learners control strategies in their learning process.

In the selective strategy category, the reported strategies were key words attention (72%), lead attention (27%) and context attention (1%). As discussed in Phase I, key words attention (bottom-up processing) was used with the three TV text types. Key words attention was most frequently reported in the selective attention strategy category. This was possibly affected by the teaching of specific strategies for TV news (i.e., focusing on words reported or verbal information, using pictures to support the meaning of the text). In addition, all the reported strategies (key words, lead, context attention) in the selective attention strategy category were specific strategies for TV news. Therefore, it was possible to claim that bottom-up processing was a key approach to gaining the main points of TV news. Similar findings in relation to the use of bottom-up processing in listening to broadcast texts reported that second language learners used more bottom-up than top-down processing approaches in listening to broadcast text (radio broadcast) (Bacon, 1992).

Focusing on words in listening to TV news would be an appropriate strategy for EFL students. This is because words are the key elements of the TV news. This part of TV text is presented as 'audio track' and "it is more likely to be coherent and convey meaning to the audience than the visuals" (Crigler, Just & Neuman, 1994, p. 147). Moreover, words and sentence structure in TV news are usually carefully selected, and concise in written TV scripts. This is done in order to serve general audiences from different educational backgrounds (Cohler, 1994; Hewitt, 1995; Mitchell & West, 1996; Carroll, 1997).

With the scaffolded listening activities and tasks of the SLP, it is possible to claim that the students became aware of using general strategies and learned

how to use specific strategies in listening to TV news broadcasts. In addition, the emphasis on specific strategies instruction and practice in the SLP tended to influence the students' selection of strategies, and therefore the use of more appropriate strategies for a particular topic and listening tasks was evidenced. The level of Control in strategy awareness in this current study was partly due to the influence of both 'learner' strategies and 'learning' strategies. This meant the students were able to use both their own strategies (learner strategies) and the strategies developed from instruction (learning strategies) in listening comprehension (Chamot & O'Malley, 1994).

Strategy training in target language learning often provides learners with the experience to take control of their learning process (Chamot & O'Malley, 1994; Cohen, 1998). The strategy instruction and training in the SLP therefore is likely to have played a significant role in the Control level of strategy awareness in listening to TV news segments. In listening to the information of a newscast, the focus should be on particular points to answer the questions, "Who?", "What?", "Where?", "When?" and "How?" (Rubin, 1995a). The important points of TV news are summarised in the lead, which is at the beginning of the news segments (Cohler, 1994; Hewitt, 1995; Carroll, 1997).

Strategy training conducted with university EFL students in Japan also found that the students in the training group increased their use of strategies in EFL learning (Takeuchi, 1999). The level of control in strategy awareness evidenced in the findings was in keeping with the role of the metacognitive knowledge of the learners which often enhanced the learners' selection of more appropriate strategies in ESL (Chamot, 1995). The increase of Control in strategy awareness as evidenced in this study accorded with the encouragement of greater use of metacognitive strategies in processing information discussed by Rubin (1995a).

***RQ2:** To what extent do general and specific listening strategies enhance the main points comprehension of television news?*

#### **7.4.2 Main points listening comprehension**

The findings in relation to main points listening comprehension to TV news broadcasts in the Structured Listening Program (SLP) showed that both the

general and specific strategies introduced and taught helped the students to gain the main points of the TV news segments. The discussion presented is based on the findings from the quantitative and qualitative analysis of the main points listening responses in the SLP (see 6.4.7 and 6.4.9, Chapter 6).

#### 7.4.2.1 *Quantitative findings*

The findings in relation to the main points listening comprehension of the TV news segments disclosed that the main points performance in the last two sessions of the SLP (41.40 %) was approximately treble that in the first two sessions (14.27%). This may indicate that the instruction regarding strategy awareness in both general strategies (Session 1–7) and specific strategies (Sessions 9–18) aided the students in obtaining the main points of the TV news segments.

The extent of the main points listening achievement that appeared in the findings accorded with previous research in relation to strategy instruction and second language listening comprehension. For example:

- Chamot and O'Malley (1994) stated that appropriate strategies can be explicitly
- taught and the results of instruction can lead to achievement for the language
- learners.
- Both metacognitive and cognitive strategies were found to play a significant role
- in listening comprehension (O'Malley, Chamot, & Kupper, 1989).
- Success in language tasks is often influenced by the flexibility and appropriate-ness of strategies use, not only the number of strategies, which are based on metacognitive skills (Chamot & Kupper (1989). Students with developed language proficiency were likely to use more metacognitive strategies in language comprehension processing (Vandergrift, 1992). The listening improvement found in this study could

be a result of appropriateness in strategy choices in the Structured Listening Program.

- Strategy instruction in the Structured Listening Program in this study conformed
- with the notion of strategy instruction as asserted by Mendelsohn (1998), who
- stated three key issues in strategy instruction: teaching students to know the
- strategy, to know when to use it, and to believe that the strategy will be effective.

#### 7.4.2.2 *Qualitative findings*

The qualitative analysis of the students' responses in the Structured Listening Program revealed that the students reported more information from the TV news segments in Sessions 9–18 than in Sessions 1–7. This can be taken to mean that the instruction and practice of strategies provided the students with experience in using strategies to gain more points from the TV news. It was observed that topics of TV news affected the amount of information reported. For example, the main points with more details were reported from the news topics, 'Falungong Sect' (Session 10), and 'Heart Disease' (Session 17). These two news topics were popular in every type of media, appearing in both Thai and English languages, at the time when the data collection was carried out. This finding implies that background knowledge played a significant role in listening comprehension. The finding supported the argument in previous research which stated that background knowledge often assists the comprehension process of second language learning, in particular, listening (Long, 1990; Nunan, 1991; Mendelsohn, 1994; Rubin, 1994).

However, this study also found that the background knowledge of the individual learners seemed to encourage the students to add more information into their responses than was actually mentioned in the news segment. One example was the news topic, 'Heart Disease', which was related to health problems in



Thailand. As the study was carried out in the Thai context, the students would have accumulated knowledge related to this topic. Therefore, the students tended to add relevant knowledge in their responses, some of which was not wrong, but it was also not mentioned in that particular news segment (e.g., “Thai people eat all the time”).

*RQ3: What is the contribution of the structured listening program with strategy-based instruction to EFL learner’ motivation and confidence in listening to English in natural contexts?*

#### 7.4.3 Motivation and confidence of the students

The findings showed that the students who undertook the SLP were motivated and more confident in listening to English in natural contexts following the program (see 6.4.11).

Basically, the EFL students at the focused level in the study were motivated to undertake any additional activity or new program that might enhance their English skills development. Based on student principles of learning and cognition, the factors of motivation and attention to a task are likely to enhance learning. Without these two factors, comprehension in language is hampered (Samuels, 1984).

The students who participated in the SLP were highly motivated in that they were interested enough to volunteer for an extra-curricular program and wanted to improve their listening skills. The SLP was specifically designed for listening strategy investigation, which was beneficial for the Thai upper-intermediate/advanced university EFL students’ listening skills development. An indication of motivation was evidenced in the fact that the students volunteered to participate in the SLP. The program was not a part of any English course, and it was also conducted outside the normal classroom settings.

This study was not explicitly designed to survey the learners’ motivation in listening to English in natural contexts. However, the SLP data gave some evidence that the students became more interested in listening to television news, as a form of English in the ‘real’ world, as the program progressed.

With a strategy-based approach, the students were motivated to apply what they learned from the SLP to their everyday listening activities. This appeared to enhance their listening skills development. The findings of the study showed that the students in the study were interested in and motivated by the SLP. This implied that the EFL learners at this level realised the significance of listening to English in natural contexts and they were interested in developing their English listening competence.

Both intrinsic and extrinsic motivation types shared a part in the students' participation in the SLP. These two motivation types often overlap in second language learning. According to Deci and Ryan (1985), when learning the target language, especially in a non-native context, it is extrinsic incentives and controlling events for target language learning that often initially motivate learners. Then the learners develop intrinsic motivation. In other words, second language learners are often extrinsically motivated first before intrinsic motivation in the target language learning context develops.

Based on the findings, the SLP tended to stimulate and encourage the students to pay more attention to listening skills, particularly to authentic English texts. This is partly seen in the participants' comments about the SLP (see 6.4.11.2, Chapter 6). The findings may indicate that the SLP enhanced the students' motivation, both intrinsic and extrinsic. Intrinsic motivation was clearly evidenced in the SLP because this program was not conducted in the classroom setting and the assessment scores were not linked to the grades in the students' regular courses. The students participated in the program on a voluntary basis; therefore, this indicated intrinsic motivation.

The terms 'intrinsic motivation' and 'extrinsic motivation' have definitions similar to those of integrative and instrumental motivation in second language learning. The intrinsic motivation that could be observed in this current study was consistent with one of the approaches to motivation in second language learning as reviewed by Crookes and Schmidt (1991). Noels, Pelletier, Clement, and Vallerand (2000) also discussed two types of motivation—instrumental and integrative—that often influence second language learning. It was observed that the SLP supported both instrumental and integrative motivation of the students.

The use of the SLP for listening skills development is supported by the argument in relation to motivation of learning stated in the review of the literature of autonomy and motivation by Dickinson (1995), who asserted that intrinsic motivation often enhanced learners' achievement of their learning goals, especially when the learners were able to control their responsibility and effort in learning. Success in learning is due to the learners' efforts and strategies, rather than other factors outside their control.

With the strategy instruction in the program, the learners had an opportunity to develop their own strategies and learn specific strategies in listening to TV news broadcasts. Strategies learnt and used in the program would clearly be applicable for independent listening in natural contexts. This should encourage the learners' active and independent learning. As a result, motivation and confidence often increase through strategy use and autonomous learning (Dickinson, 1995).

The argument in relation to motivation was linked to another study of the use of strategies and motivation in foreign language learning. This study found that the more motivated students tended to use strategies more frequently than those who were less motivated (Oxford & Nyikos, 1989). The students in the SLP became aware of specific strategies for TV news, and their reports on using strategies learnt from the program indicated that they became motivated in listening to TV news and authentic English from other sources as the SLP progressed. Experience in applying both general and specific strategies to listening tasks in the SLP could contribute to development of students' confidence. Effective use of language learning strategies can encourage student motivation in learning the target language (Yang, 1999). Motivation often shared with other factors such as memory, intelligence, background knowledge in strategy use and second and foreign language learning and listening comprehension (Dunkel, 1991). Motivation was also among the other factors influencing language learning strategies such as attitude, emotion, personal interaction, planning and evaluation, both in the classroom and natural situations (Oxford & Cohen, 1992). Motivation and context of language learning as a second or foreign language also influenced the students' strategies use (Wharton, 2000).

“Learners’ effort, desire, favourable attitudes, as well as satisfaction experienced in the language learning activities supported motivation in second language learning” (Gardner, 1985, p. 10).

Activities in language learning are pivotal factors enhancing learner motivation. Motivated learners often therefore maximise language learning (O’Malley & Chamot, 1990). The tasks and activities designed in the SLP met the students’ purposes of learning in the study circumstance as reports of motivation and confidence in listening to English in natural contexts were evidenced in this study.

#### 7.4.4 General comments on the Structured Listening Program (SLP)

The findings of the evaluation of the SLP indicated that upper-intermediate/advanced EFL students were motivated to develop their listening skills. Students reported that the SLP was useful for their listening comprehension, particularly in the way the program provided them with the opportunity to use and be aware of strategies in listening to authentic television texts (see 6.4.11.3, Chapter 6).

The program focusing on strategy instruction accorded with Chamot’s (1995) study, which stated that strategy instruction had a positive effect on the learners’ achievement in second language learning. Strategy instruction also assisted autonomous learning. The use of SLP was consistent with the idea of a strategy-based approach, in that the program was designed to teach students how to listen, not only to provide them with opportunities to listen. This eventually encouraged independent listening among the students (Mendelsohn, 1995).

However, it must be noted that the increased motivation and confidence evidenced in the students’ responses in this study were likely to emerge from several conditions in relation to the SLP, such as the EFL context, the particular interest of the students, and the explicit use of the SLP outside the classroom.

Due to the conditions indicated, it is possible that some parts of the students’ responses were biased. All of the six students volunteered to participate in the SLP and they learned the purposes of the study from the information sheet;

therefore, their comments might have been expressed to fulfil the objectives of the program.

However, the explicit instruction in listening strategies that operated in this study accorded with different instructional frameworks in relation to strategy training or instruction. Cohen (1998) stated that strategy training was designed to fulfil three purposes: (1) to raise student awareness in strategy use, (2) to provide students with opportunities to practise strategies that are taught, and (3) to help students understand how to use the strategies in new learning contexts.

## **7.5 Summary of Phase II discussion**

Overall evaluation of the SLP indicated that the program designed for the training of listening strategies was advantageous for the EFL students.

Explicit instruction of strategies in listening to English television news proved to be practical. The students' listening performance demonstrated that listening could be taught, and awareness of strategies was essential in listening to authentic English texts, particularly in listening to TV news. The EFL students in the SLP were able to employ both general and specific strategies in listening for the main points of English television news.

The use of the SLP also demonstrated that EFL students were able to generate and develop appropriate listening strategies by means of explicit instruction. In addition, the findings of the study showed that Thai university EFL learners became more motivated and confident in listening to authentic English, especially in listening to English TV news. This has evidenced that the SLP was able to link EFL students' classroom English with English in the 'real' world, which is considered the objective of teaching English in non-native speaking contexts.

The next chapter (Chapter 8) will present the conclusion, implications and recommendations for further research.

## **CHAPTER 8 CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS**

### **8.1 Overview**

This chapter presents the conclusion of the two phases of the study, followed by a discussion of its theoretical, research, and practical implications, and recommendations for further research.

### **8.2 Conclusion**

This study consisted of two phases, designed to investigate EFL student listening in relation to English in natural contexts. Phase I was designed to survey student listening difficulties, strategies used, and main points listening performance as reported by upper-intermediate/advanced Thai tertiary English as a Foreign Language (EFL) students when listening to three types of authentic television texts (news, lifestyle programs, and commercials). Phase II focused on the evaluation of a Structured Listening Program (SLP) designed to develop student strategies in listening to authentic English, particularly TV news, by means of explicit instruction and a strategy-based approach.

The findings in Phase I indicated that upper-intermediate/advanced Thai university EFL students encountered a wide range of difficulties in listening for the main points of the three TV text types. Speed or speech rate and vocabulary were the main areas of reported difficulty. Comprehension ability/text types, accent/pronunciation, and cognitive processing factors were reported as moderately difficult. Distractions, and personal/emotional factors were reported in the lowest rank of difficulty. The seven categories of reported difficulty in listening to TV texts were arranged in a rank order of difficulty on the basis of frequency of mention by the students.

The pattern of reported strategies in listening to the three types of TV texts was similar. However, minor variations in strategy categories appeared in a particular type of TV text. Cognitive strategies were more frequently reported than metacognitive strategies. However, there was no report of social/affective

strategies. Visual images inferencing and key words attention were the two strategy types most frequently reported for both overall and individual types of the TV texts.

The findings of Phase I indicated that the students improved their main points listening performance with TV lifestyle programs and commercials after eight listening practice sessions. However, there was no evidence of improvement in listening to TV news.

The evaluation of the SLP in Phase II of the study indicated that explicit instruction, focusing on specific listening strategies and using structured listening material, enhanced students' awareness of using strategies to comprehend the main points of TV news. The students tended to select appropriate strategies for TV news after analysing the TV news structure. This indicated that the metacognitive strategies of the students increased in the SLP when compared to the survey on general strategies in Phase I. Three levels of strategy awareness (Use, Reflection, and Control) were found in the SLP. The qualitative findings indicated an increase in the motivation and confidence of the students in listening to English in natural contexts.

### **8.3 Implications**

The implications of the findings will be discussed in terms of three aspects: theoretical implications; research implications; and practical implications.

#### **8.3.1 Theoretical implications**

The discussion in relation to theoretical implications from the findings of the study will focus on six aspects: difficulties in listening to authentic texts; listening strategies; explicit listening instruction; roles of background knowledge; roles of visual information in listening comprehension; and motivation in listening to English in natural contexts.

##### **8.3.1.1 *Difficulties in listening to authentic TV texts***

The findings showed that upper-intermediate/advanced EFL learners encountered a number of difficulty areas, for example, speed and vocabulary, in

listening to authentic texts, particularly TV texts. This implies that listening to English in natural contexts requires more complicated experience in terms of familiarity with 'real' English than the English proficiency mainly gained from the classroom. Theoretically, classroom English is often well structured and the learners are usually familiar with the speech rate and styles of language delivery of each instructor. In addition, the topics discussed in the language classroom are often predictable as almost all of them are related to the subjects in the courses. Thus, the terms used in classroom lectures, activities or discussions often appear in limited registers and genres of the target language. By contrast, language in the real world, especially in TV news, is often unpredictable and varied in terms of topics. Unfamiliar terms, content, speed, and pronunciation therefore often produce difficulties for EFL learners in comprehending the main points.

The study supports using authentic texts in listening as a way to bring English in the real world closer to learners learning English in EFL contexts. When EFL students become accustomed to listening to language deliberately spoken to second language learners, either in the listening material or the language used by the teachers in class, they often find it difficult when they listen to language in real situations.

This study confirms the theory in second/foreign language listening that exposure to the target language used in real situations is helpful for developing the listening skills of learners (Underwood, 1989; Mendelsohn, 1994, 1995; Nunan, 1997). By experiencing more 'real' world language, EFL/ESL users often develop appropriate strategies when listening to native speakers in different real situations (Mendelsohn, 1984).

TV broadcasts are one source of authentic texts that represent English language used in natural contexts, but which are not intentionally produced for teaching purposes. The idea of using authentic texts has been broadly discussed and encouraged in the second/foreign language learning area (see Bacon, 1992; Brown, 1994; Little et al., 1994; Mendelsohn, 1994; Wong et al., 1995; Nunan, 1997). The findings evidenced that listening to authentic spoken language is difficult in different aspects. This is because spoken language often comes to



listeners very fast and disappears rapidly. Listeners do not have the opportunity to re-visit for comprehension as they do when speaking, or with written texts.

### 8.3.1.2 *Listening strategies*

The findings in Phase I imply that upper-intermediate/advanced Thai tertiary EFL learners have developed their own strategies in listening to the main points of three types of TV texts (news, lifestyle programs, and commercials). However, the strategies they have used tend to be insufficient for comprehending the main points of English texts using authentic English speech and various topics (i.e. English TV news). This is possibly due to the fact that EFL learners in such learning contexts generally listen to TV broadcasts presented in their own language as their routine, in the same way that other people listen to TV programs as their everyday relaxation. In other words, they do not often focus on the main points of the programs they listen to. When listening to television or radio news, people usually concentrate on a certain topic of their interest and only listen to other topics, not focusing on comprehension (Nunan, 1991). For this reason, these learners do not need specific strategies when listening to TV programs as a routine activity. It was possible that the students in this study transferred their accustomed style when listening to Thai TV programs to listening to English TV broadcasts. However, this study found that more specific strategies are required when listening to certain types of TV broadcasts in English.

From a teaching perspective, teachers can take advantage of such TV programs to the benefit of the language skills of their EFL learners, in particular, the skill of listening.

However, both learning and learner strategies in listening to this type of text need to be emphasised. As implied in the findings of this study, analysing the characteristics and structure of each text type can be added to 'learning strategies' in 'learner strategies' (Chamot & O'Malley, 1994), considerably increasing the strategy repertoire of EFL learners when listening to authentic English. This argument is linked to the theory that listening skills can be taught, especially by means of strategy-based approach instruction (Mendelsohn, 1994).

### 8.3.1.3 *Explicit instruction in listening*

There are many theories that support the role of listening as a fundamental skill in language learning and acquisition, and that in language use, people spend more time listening than on the other three macro skills (speaking, reading and writing) (Rivers, 1981; Vandergrift, 1992, 1996, 1997a, 1997b; Oxford, 1993; Mendelsohn, 1994; Rost, 1994). The findings in this study supports previous research (Rivers, 1981; Murphy, 1987; Rost, 1994, Mendelsohn, 1994, 1995, 1998; Cohen, 1998; Chamot et al., 1999) that listening is a significant skill in language learning, and that strategy instruction should be emphasised in EFL pedagogy. Listening should be also given the same emphasis as the other skills (Nunan & Miller, 1995; Nunan, 1997, 1999).

Another theory that underpinned this investigation was that listening strategies can be taught. In general, EFL language classroom teachers do not teach listening; rather, they provide the materials for the students to practice and ask questions for comprehension. Listening is often neglected in teaching because teachers usually believe that listening is an 'osmotic' skill, meaning students obtain this skill from listening to English through the instruction of other subjects (Mendelsohn, 1994).

A strategy-based approach for language skills instruction has been widely discussed as being beneficial in second language teaching (Mendelsohn, 1994; Nunan, 1997; Cohen, 1998). This study used this approach in listening skills development and the results indicated insights into theories of second language pedagogy. This study confirms that explicit instruction by means of a strategy-based approach enhances EFL students' capacity in listening to the main points of English authentic material, particularly with TV news broadcasts. However, other factors such as the level of EFL students, general strategies generated by the learners, and specific strategies derived from the structure of TV news are collaboratively involved in the strategy-based approach.

### 8.3.1.4 *Roles of background knowledge*

The findings indicated that EFL students used aspects of their cultural and social background as strategies to interpret the main points of the information heard in

TV news. This implies that the background knowledge of the learners played an important role in the construction of meaning in listening comprehension in the target language, especially when the listeners were unable to grasp all the message from the text. The learners' background knowledge can support listening comprehension (Long, 1990; Nunan, 1991; Mendelsohn, 1994; Rubin, 1994). However, the social and cultural background knowledge of the students in the context where study was carried out, which is different from that of the events in the text, resulted in misinterpretations of the messages in the listening texts.

#### 8.3.1.5 *Roles of visual information in listening to TV texts*

Visual information in TV texts plays a significant role in listening comprehension (Mueller, 1980; Wangsotorn et al., 1986; Sheerin, 1987; Graber, 1990; Kellerman, 1990; Rubin, 1990; Brosius, 1991; Crigler et al., 1994; Brosius et al., 1996; Duzer, 1997). This is consequently linked to strategies used by ESL students when listening for the main points of texts that have visual images or pictures, such as videos or TV texts. The findings imply that listening material for second or foreign language teaching should be varied in terms of both verbal and visual information. Visual information that is relevant to the events in the TV news often assists the learners in understanding the substance of the texts. However, the findings in this study indicate that visual information from TV news does not always provide information relevant to the events reported. This implies that intelligent guessing and focusing on words should be instructed, so that eventually it can be added to the specific listening strategy repertoire of EFL learners.

#### 8.3.1.6 *Motivation for listening to English in natural contexts*

The motivation to learn a target language is a key factor for second language learning achievement. The role of motivation in learning, language learning and second language learning has been broadly discussed in the relevant literature (see Ellis, 1985; Gardner, 1985; Deci & Ryan 1985; Crookes & Schmidt, 1991). This was taken into account in this study and it appeared that the initiation of the Structured Listening Program (SLP) increased the motivation of the EFL students to acquire more exposure to English outside the classroom, in

accordance with the idea of autonomous learning, which has been supported in previous studies (Dickinson, 1995).

The findings in relation to motivation to listen to English in natural contexts confirm that creating motivation in second language learning is necessary, especially in the context where the learners rarely have the opportunity to use the target language in the community or in everyday communication. It is advisable that a particular program be designed for explicit instruction, in which the activities motivate the EFL learners. Eventually, motivation in seeking opportunities for autonomous listening outside the EFL learning context will increase.

### 8.3.2 Research implications

There are a number of limitations to this study in terms of research methodology and factors involved in EFL listening skills development. Research in second or foreign language teaching is often conducted in the classroom. Sampling is purposive, and this method appears to be the norm in second or foreign language investigation (Burns, 2000). Phase I of this study was conducted in a classroom setting. This indicates that EFL teachers can design research and carry out a research project, either a small or large one, while teaching their normal classes.

There have been a number of approaches in research related to the listening strategies and listening comprehension of second/foreign language learners (see Cohen & Scott, 1996). Retrospective reports were used in this study and the findings imply that EFL learners still utilise many other cognitive and metacognitive activities during their listening comprehension process; however, those activities are probably too complicated to express in either written or spoken reports. For research purposes, the reported information in relation to difficulties, strategies, and main points comprehension of TV texts used appeared to be sufficient for the purposes of the investigation. This implies that the retrospective approach is appropriate to gain findings in relation to learner and learning strategies often used by EFL students.

The results of the Structured Listening Program (SLP) in Phase II indicates that upper-intermediate/advanced EFL learners in contexts such as the one in which

this study was undertaken are keen to improve their listening comprehension. This implies that programs designed or initiated by EFL teachers can be interesting and beneficial for EFL learners. The use of a SLP indicates that EFL students at this level, even though they are considered to have a high level of English proficiency, still need improvement in their listening skills, especially with 'real' English used by, and for, native English speakers. Therefore, there are other variables to be investigated in the listening achievement of EFL students with a high proficiency level.

### 8.3.3 Practical implications

The implications of the findings in relation to EFL teaching and learning practice or EFL pedagogy are presented to confirm that listening strategies can and should be taught explicitly.

Listening skill needs to be given more attention in teaching and it should be treated with the same attention as the other three skills in second/foreign language pedagogy. This study confirms that explicit instruction in listening using a particular type of text such as TV texts enhances EFL learners in listening for the main points.

Using a strategy-based approach in teaching listening, the teacher can design activities from the listening texts to match the interests and levels of the EFL learners.

As indicated, TV texts are not only universally available and inexpensive to prepare for EFL pedagogy, but are also considered authentic English. This type of text is not deliberately produced for the purpose of teaching; therefore it has the characteristics of natural language used in real contexts. With this quality, EFL learners will gain not only linguistic experience from the texts, but also the culture, world knowledge and dynamic language styles used by native English speakers.

Teaching listening, which means not just presenting listening texts and asking students to answer questions as is the usual traditional practice in listening class,

should be encouraged. Well-prepared lesson plans or teaching programs, as well as authentic listening texts, could increase the confidence of teachers.

The findings of this study imply that strategy instruction can also be beneficial for the other second/foreign language learning skills, as well as listening skills. This has also been supported in previous research which stated that strategy instruction can broaden the choices of language strategies, which are often limited by the learners' cultural background, especially in the case of EFL learners in Asian countries (Bedell & Oxford, 1996).

## **8.4 Recommendations for further research**

As indicated, this study had a number of limitations, and the results therefore need to be validated with further research on the listening skills of EFL learners. The findings in this two-phase investigation supported the belief that listening skills can be taught and explicit instruction should be carried out at every level of EFL learning. Four research aspects are recommended: (1) extend the use of the Structured Listening Program (SLP) to standard EFL programs at tertiary level, (2) use other types of TV programs in the SLP, (3) extend the use of the SLP with other levels of EFL learners, and (4) use other methods of data collection.

### **8.4.1 Use a SLP in a listening course**

The SLP in this study was used with a small group of EFL students in an informal setting outside the classroom. For broader generalisation of this type of listening program in EFL pedagogy, more insights and practical implications would be obtained if EFL teachers adapted this program by expanding the listening session to meet a listening course requirement, on the basis of time and content of the course for one teaching semester. The program would use a strategy-based approach to listening instruction and theories on the significance of listening skills in second/foreign language learning, as summarised in the literature review (O'Malley & Chamot, 1990; Cohen, 1996, 1998, 2000; Mendelsohn, 1984, 1994, 1995, 1998; Nunan, 1991, 1997, 1999; Vandergrift, 1992, 1996, 1997a, 1997b).

#### **8.4.2 Use other types of TV programs in the SLP**

As indicated in the literature review, there are several categories of TV programs available as authentic English material for EFL pedagogy. EFL teachers can select those TV broadcasts as listening texts for normal classroom teaching and research. Activities, including teachers' roles, learners' mode, and learners' roles can be varied depending upon the objectives of the program designed.

#### **8.4.3 Use a SLP with other levels of EFL learners**

Several factors limit the findings of this study. One of the key factors that might have affected the findings was the language ability level of the participating EFL learners. Therefore, using this program with students with different English proficiency levels, such as beginners and intermediate EFL learners, might result in different findings. However, activities and tasks in the program need to be adapted to meet the learners' English ability, otherwise learners might be discouraged from listening to TV texts, as they appear to be difficult to understand.

#### **8.4.4 Use other methods of data collection**

A program similar to the SLP in teaching listening can be designed. As there are a number of approaches in obtaining the data for listening research (see Cohen & Scott, 1996), EFL teachers or other researchers in the area of listening may use other methods in their investigation.

### **8.5 Final summary**

This study was a two-phase investigation. Phase I was conducted to survey EFL students' difficulties and the strategies they used in listening to three types of television texts: news, lifestyle programs, and commercials. An assessment of listening comprehension in relation to the main points of the three TV text types was also carried out.

Speed or speech rate was reported as the most common difficulty encountered in listening to all three TV text types. Inferencing strategies were the main

strategies used by the EFL students in the study. However, when the listening performance of the students was assessed, it was found that the students' performance in listening to TV news was weaker than when listening to TV lifestyle programs and TV commercials. Phase II of the study was conducted to evaluate a Structured Listening Program (SLP) designed for the explicit instruction of listening strategies, using English TV news. The finding of the SLP evaluation indicated that the teaching of strategies could assist learners to develop appropriate strategies in listening to TV news in English. In addition, the program increased the students' motivation, confidence, and independence in listening to English in the 'real' world.

The findings of this study are expected to make substantial contributions to EFL teaching pedagogy, particularly to listening comprehension of authentic English texts.



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## APPENDICES

Appendix A:	Courses for English major and minor programs.....	241
Appendix B:	Open-ended questions for a pilot study.....	244
Appendix C:	The Structured Listening Program (SLP).....	245
Appendix D:	Topics of three TV text types, Phase I.....	269
Appendix E:	Subject bio-data, Phase I, Phase II.....	271
Appendix F:	Open-ended questions for responses, Phase I.....	272
Appendix F:	Open-ended questions for responses, Phase II .....	273
Appendix G:	Strategy categories, Phase I.....	274
Appendix G:	Definitions of listening strategies .....	278
Appendix H:	Difficulty categories, Phase I.....	279
Appendix H:	Definitions of Listening Difficulties.....	283
Appendix I:	Main points scores, Phase 1.....	284
Appendix J:	Examples of responses, Phase I.....	285
Appendix K:	Examples of responses, Phase II.....	295
Appendix L:	TV news topics used in Phase II (SLP).....	305
Appendix M:	International TV news used in the Structured Listening Program (SLP), Phase II.....	306
Appendix N:	Local Australian news used in the Structured Listening Program (SLP), Phase II.....	307
Appendix O:	An example of TV news structure and sequences .....	308
Appendix P:	Main points scores, Session 1, Phase II .....	311
Appendix P:	Main points, Session 4, Phase II.....	313
Appendix P:	Main points, Session 9, Phase II.....	315
Appendix P:	Main points, Session 10, Phase II.....	317
Appendix P:	Main points, Session 17, Phase II.....	320
Appendix P:	Main Points, Session 18, Phase II.....	322
Appendix Q:	Descriptive Statistics of Scores, Phase I .....	324
Appendix Q:	Wilcoxon Test results, listening performance within group 1 and group 2, Phase I.....	325
Appendix Q:	Wilcoxon Test results, listening performance between group 1 and group 2, Phase I.....	327
Appendix Q:	Statistical results (Main points listening performance, between group 1 and group 2 for both Assessment 1 and Assessment 2, in listening to the three types of TV texts) .....	328
Appendix R:	Strategy categories, Phase II.....	329
Appendix S:	Some aspects of visual information in TV news texts, Phase II	330
Appendix T:	Difficulty categories reported for text type by group, in assessment 1 and assessment 2 sessions, by frequency of mention (Phase I).....	331
Appendix U:	Strategy categories reported for text type by group, in assessment 1 and assessment 2 sessions, by frequency of mention (Phase I).....	332
Appendix V:	Inter-rater reliability of scores .....	333
Appendix V1:	R value of the main points scores, Phase I.....	333
Appendix V2:	How to gain the inter-rater reliability of the scores, Phase I	334

Appendix V3: How to gain the R value for the inter-rater reliability of the main points performance in Phase II.....	335
Appendix V4: Inter-rater reliability of use, control, and reflection, Phase II	336

### Appendix A: Courses for English major and minor programs

Courses for English majors at the Faculty of Arts, [\*- -] University, Thailand (Faculty of Arts, 1993, p.38–40).[\*Refer to author for details.]

	<b>Required courses for English majors</b>	<b>Credits</b>
1	Reading and Writing for Majors I	2
2	Reading and Writing for Majors II	2
3	Translating English into Thai for Majors I	2
4	Translating English into Thai for Majors II	2
5	Introduction to English Prose and Novels	3
6	Introduction to American Prose and Novels	2
7	Structure of English	2
8	Introduction to English and American Poetry	3
9	Reading and Writing for Majors III	2
10	Reading and Writing for Majors IV	2
11	Translating Thai into English I	2
12	Introduction to Linguistics	2
13	Principles of Literary Criticism	2
	<b>Total</b>	<b>28</b>
	<b>Limited choice elective courses for English majors</b>	
1	Public Speaking	2
2	Listening and Speaking	2
3	Listening and Speaking for Special Communications	2
4	Group Discussion	2
	<b>Total</b>	<b>8</b>
	<b>Electives for English majors</b>	
1	Listening Skills Development	2
2	Reading Skills Development	2
3	Religion and Myth in Literature	2
4	English and American Short Stories	2
5	English Poetry from the Beginning to the 19 <sup>th</sup> Century	3
6	American Poetry from the Pre-Colonial Period to the 19 <sup>th</sup> Century	2
7	Perspectives of Man in Western Literature	2
8	Shakespeare and His Contemporary Playwrights	3
9	Phonetics and Phonology	2
10	Culture of the English Speaking Peoples	2
11	Australian Literature	3
12	Literary Works in English	2
13	Modern Novels	2
14	Minority Literature	2
15	Women Writers	2
16	Contemporary Short Stories	2
17	Literary Reading	2
18	Non-Fiction Reading	2
19	Written English for Special Communications	2
20	Creative Writing	2
21	Newspaper Reading	2
22	English Drama from the Beginning to the 19 <sup>th</sup> Century	3
23	Selected Works of Shakespeare	3
24	Development of British Novels	3



25	Development of American Novels	3
26	Modern English Poetry	2
27	Modern American Poetry	2
28	Modern Drama	3
29	Masterpieces of English Novels	2
30	Masterpieces of American Novels	2
31	Selected Playwrights	2
32	Selected Novelists	2
33	Literary Criticism	3
34	Introduction to Sociolinguistics	2
35	Introductory Semantics	2
36	Independent Study	2
37	Business English I	2
38	Business English II	2
39	English for Tourism	2
40	Translating Thai into English II	2
41	Critical Reading of Selected Writings	2
	<b>Total</b>	<b>91</b>

## Courses for English minors (Faculty of Arts, 1993, p. 40–42)

	<b>Required courses for English minors</b>	<b>Credits</b>
1	Reading and Writing I	2
2	Reading and Writing II	2
3	Reading and Writing III	2
4	Reading and Writing IV	2
5	Introduction to Linguistics	2
6	Principles of Literary Criticism	2
	<b>Total</b>	<b>12</b>
	<b>Electives for English minors</b>	
1	Introduction to English Prose and Novels	3
2	Introduction to American Prose and Novels	2
3	Listening Skills Development	2
4	Reading Skills Development	2
5	Public Speaking	2
6	Religion and Myth in Literature	2
7	English and American Short Stories	2
8	English Poetry from the Beginning to the 19 <sup>th</sup> Century	3
9	American Poetry from the Pre-Colonial Period to the 19 <sup>th</sup> Century	2
10	Perspectives of Man in Western Literature	2
11	Shakespeare and His Contemporary Playwrights	3
12	Phonetics and Phonology	2
13	Culture of the English Speaking Peoples	2
14	Listening and Speaking	2
15	Listening and Speaking for Social Communications	2
16	Translating English into Thai I	2
17	Translating English into Thai II	2
18	Introduction to English and American Poetry	3
19	Australian Literature	3
20	Literary Works in English	2
21	Modern Novels	2
22	Minority Literature	2

23	Women Writers	2
24	Contemporary Short Stories	2
25	Translating Thai into English I	2
26	Literary Reading	2
27	Non-Fiction Reading	2
28	Group Discussion	2
29	Written English for Special Communications	2
30	Creative Writing	2
31	Newspaper Reading	2
32	English Drama from the Beginning to the 19 <sup>th</sup> Century	3
33	Selected Works of Shakespeare	3
34	Development of British Novels	3
35	Development of American Novels	3
36	Modern English Poetry	2
37	Modern American Poetry	2
38	Modern Drama	3
39	Masterpieces of English Novels	2
40	Masterpieces of American Novels	2
41	Selected Playwrights	2
42	Selected Novelists	2
43	Literary Criticism	3
44	Introduction to Sociolinguistics	2
45	Introductory Semantics	2
46	Independent Study	2
47	Business English I	2
48	Business English II	2
49	English for Tourism	2
50	Critical Reading of Selected Writings	2
	<b>Total</b>	<b>111</b>

## Appendix B: Open-ended questions for a pilot study

### Worksheet

A pilot study on TV news, lifestyle programs, and commercials

Participant No.... Topic of the TV listening segment.....

1. What are the main points of this segment?
1. ประเด็นสำคัญของข้อความส่วนที่ได้ฟังคืออะไร
2. Please mention listening difficulty (if any).
2. กรุณาระบุปัญหาหรือความยาก (ถ้ามี) ในการฟังข้อความส่วนนี้
3. What strategies did you use in listening for the main points of this segment?
3. ท่านใช้กลยุทธ์ใดบ้างในการฟังเพื่อจับประเด็นสำคัญของข้อความส่วนนี้
4. Comments in relation to appropriateness of this type of listening segment for EFL learners.
4. กรุณาแสดงความคิดเห็นถึงความเหมาะสมที่จะใช้ข้อความนี้เป็นบทเรียนการฟังกับนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

**Appendix C: The Structured Listening Program (SLP)**

**The Structured Listening Program (SLP)  
for  
developing listening strategies in ESL/EFL learners**

**Research version (1999)**

## **The Structured Listening Program (SLP)**

This 18-session program was designed to provide explicit instruction in the development of listening strategies with ESL/EFL learners. The focus was on advanced English learners, the aim was the development of a range of appropriate listening strategies and the medium was authentic English language television news. The expected outcomes included ESL/EFL learners' development of appropriate listening strategies, strategy awareness (Use, Reflection, and Control), and independent listening to TV news and other types of authentic English.

The program was structured around five key aspects:

TV news sources

Subject matter

Learning modes

Learners' roles

Assessment

### **1. TV news sources**

TV news was selected as the listening material to be used in the SLP.

TV news from two main sources were used in the program: current international world news from an international broadcaster; and local Australian news from Australian broadcasters.

News topics were selected on the basis of their general human interest and relevance to Thai English learners.

Two sets of TV news segments were used in the SLP: Set One consisted of 12 segments of current world news, and Set Two consisted of 6 local Australian news segments.

Eleven current world news segments were used in Sessions 1-11, while 5 local Australian news segments were used in Sessions 12-16. One news segment from each set was used in the final two summative assessment sessions (Sessions 17-18). The rationale for the use of news segments in the SLP is presented below.

***Rationale for using news segments:***

1. Current world news segments were the news recorded at the time when the SLP was used with the participants of Phase II study. They were deliberately selected to enhance motivation, and because participants could be assumed to have some familiarity with the content from other sources, such as radio and newspapers, both in English and Thai. The participants would therefore have some background knowledge for their listening to TV news in English.
2. Local Australian news segments were used later in the SLP when the participants became more familiar with the learning process and had learned a variety of strategies for listening to TV news. Therefore, they could use those learned strategies in listening to the main points of the news, of which the events were not popular in other media, particularly, in terms of news content and the pronunciation/accent of the people involved in each news segment.

**2. Subject matter**

Types of strategies for listening to TV news were subject matter to be taught in the SLP.

This program was structured in a scaffolded way as follows:

1. General strategies were introduced first. These had been shown to be effective in the second language learning literature (i.e., inferencing, key words, elaboration, etc.) These were introduced in Sessions 1-7.
2. Discussions were conducted in relation to news structure (radio, newspaper, and television), by focusing on the journalistic structure of TV news. Explicit instruction on listening strategies for TV news was emphasised. This was done in Session 8.
3. From Sessions 9-18, the participants were encouraged to use integrated strategies (both their own general strategies and specific strategies in listening to TV news) in listening for the main points of listening texts.

However, the participants were reminded to be aware of specific strategies for TV news.

4. In addition, after Session 3, a segment of TV news was used as a warm-up listening activity so that the participants were prepared (i.e., getting familiar with listening to English) to listen to TV news in English. However, there was no task required for this target language warm-up listening activity.

### **3. Learning modes**

The activities and tasks in the SLP allowed the participants to develop listening strategies through 3 learning modes: group work, pair work, and individual work.

All three learning modes were applied in each session. Individual work was used when individual responses in relation to strategies used, and the comprehension of main points was elicited. Pair work and group work were encouraged in the discussions.

### **4. Learners' roles**

The learners' roles in the SLP were of three kinds: directed (teacher-led sessions 1-5, 9), facilitated (teacher-facilitated sessions 7,11,15,17,18), and independent or self-directed (student-led sessions 6,10,12,13,14,16). However, in those independent/self-directed sessions, students were provided with facilities for listening activities and tasks.

The program was designed to vary the roles of the participants, from directed through facilitated, to independent. This was done in conjunction with the learning modes (group work, pair work and individual work) over the 18 sessions.

### **5. Assessment**

Three types of assessment were used in the SLP: self-assessment, formative, and summative assessment.

Self-assessment was encouraged in each listening session. This was done by individual participants. Each was asked to evaluate his/her level of listening performance in each session. Their weaknesses and strengths in terms of listening strategies and main points performance were self-assessed.

Formative assessment was used through questioning, discussion and observation for the improvement of the activities, tasks, and strategies selection in the SLP. The participants wrote down their responses on the worksheet as listening tasks and they could use the information in their written responses as a basis for sharing ideas and making comments during the group discussion.

Summative assessment was used in the final sessions (17, 18) of the SLP to evaluate the program in terms of the achievement of each learning objective, particularly the use of strategies and main points comprehension of students in listening to TV news.

### **Overview of the SLP:**

The SLP consisted of 18 sessions.

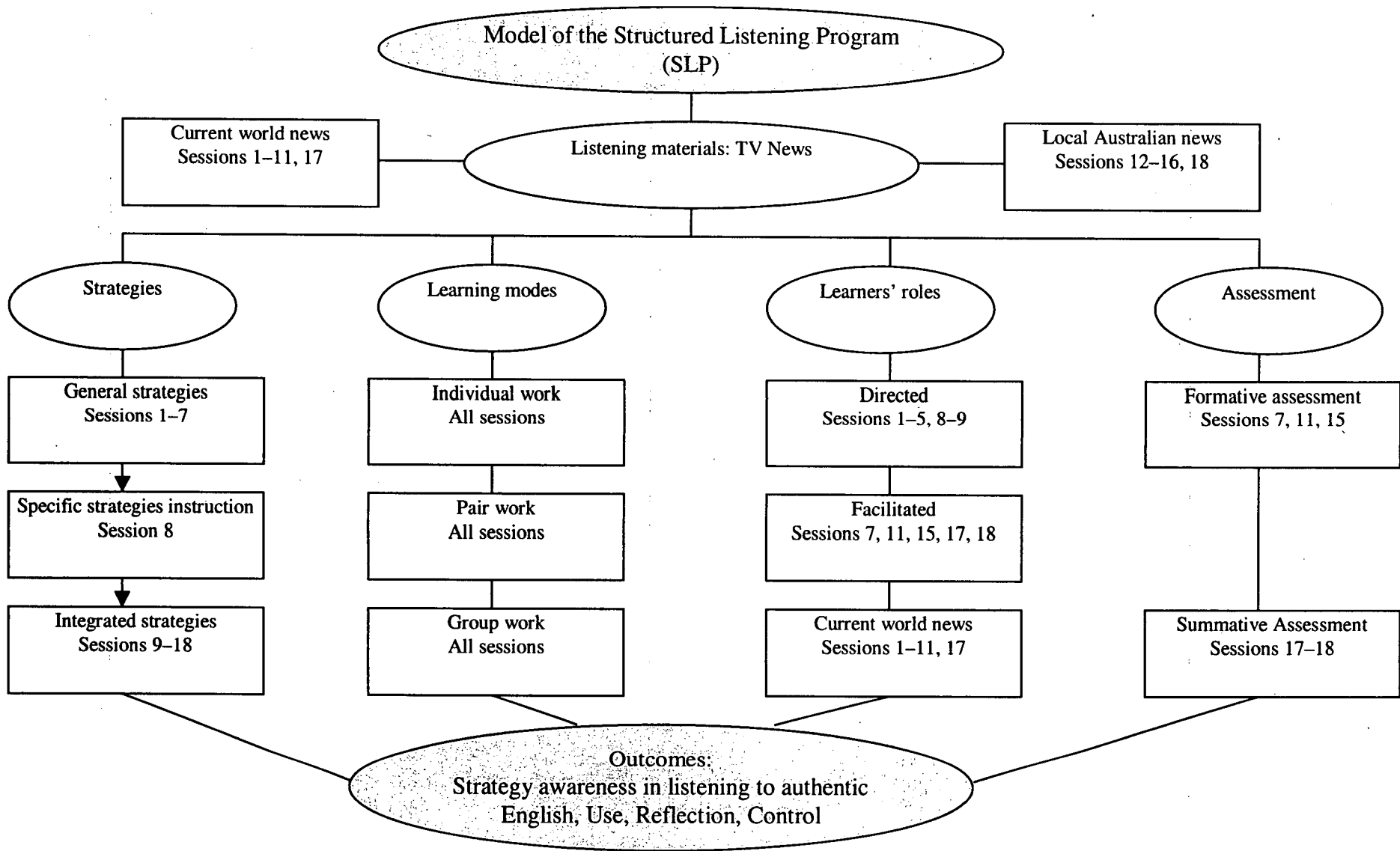
Sessions 1-7: Revision of current strategies (as indicated in Phase I and literature)

Session 8: Explicit instruction of specific strategies for TV news.

Sessions 9-18: Practice and implementation of strategies for TV news.

Learners' roles were gradually changed from directed listening (directed or led by the teacher) to independent listening (self-directed by the participants). Learning modes were individual work, pair work, and group work in all sessions.





**Session 1:** Program introduction and survey of general strategies

**Aims:** Provide structure by using a current world news topic that is available in different sources so that the participants would be familiar with the news information; and directed listening activities and tasks.

**Learners' roles:** directed (teacher-led session)

**Learning modes:** individual/pair/group work

**Assessment:** student self-assessment

**News topic:** Protest in China

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write general listening strategies used;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments in relation to strategies used and main points of the text in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the purposes and procedures of the study.</li> <li>• Explain the questions in the questionnaire, as well as the tasks to the participants.</li> <li>• Give the instruction: "The TV news segment will be presented once, then each participant will write down their responses in relation to the strategies used and the main points of the news on the worksheet provided".</li> <li>• Play the video tape of a TV news segment, 'Protest in China' once and let the participants write down their responses.</li> <li>• Play the video tape of the news segment again so that the participants could ascertain their listening ability for making comment in the discussion.</li> <li>• Guide the questions during the discussion at the end of the session. "What strategies did you use to get the main points of this segment?"; "What are the main points of the news text?"; "What did you find difficult in listening to this segment?"</li> <li>• Audio-record the discussion</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the news text.</li> <li>• Write the responses individually.</li> <li>• Share ideas/comments in a group discussion (pair/group work)</li> </ul>

## Session 2: Introduction to general strategies

**Aims:** Provide structure by using a popular current world news segment so that the participants would have background knowledge from other sources in their listening to the main points of the news text; and the participants would have the opportunity to use *general strategies* in listening to TV news.

**Learners' roles:** directed (teacher-led session)

**Learning modes:** individual/pair/group work

**Assessment:** student self-assessment

**News topic:** Kosovo

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write general listening strategies used;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments in relation to strategies used and main points of the text in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the participants with a handout of strategies in second language learning (i.e., inferencing, key words, visual images, elaboration, self-management, etc.)</li> <li>• Explain the definitions of <i>each general strategy type</i> to the participants.</li> <li>• Give the instruction: "The TV news segment will be presented once, then each participant will write down his/her responses in relation to the strategies used and the main points of the news on the worksheet provided".</li> <li>• Encourage the participants to check which strategies work in listening to the segment to be presented.</li> <li>• Play the video tape of a TV news segment, 'Kosovo' once and let the participants write down their responses.</li> <li>• Play the video tape of the news segment again so that the participants could ascertain their listening ability for making comments in the discussion.</li> <li>• Guide the questions during the discussion at the end of the session. "What strategies did you use to get the main points of this segment?"; "What are the main points of the news text?"; "What did you find difficult in listening to this segment?"</li> <li>• Audio-record the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the news text (in group)</li> <li>• Write the responses individually (individual work).</li> <li>• Share ideas/comments in a group discussion (pair work and group work).</li> </ul>

### Session 3: Inferencing strategies

**Aims:** Provide structure by using a popular current world news segment so that the participants would have background knowledge from other sources in their listening to the main points of the news text; attempts to use one strategy type: inferencing strategies. Apart from the news segment, 'Milosevic', another TV news segment, selected by participants from a video selection in the target language (English), was used as a warm-up listening exercise.

**Learners' roles:** directed (teacher-led session)

**Learning modes:** individual/pair/group work

**Assessment:** student self-assessment

**News topic:** Milosevic

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments in relation to strategies used and main points of the text in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the participants view a TV news segment as a warm-up listening activity, no tasks were required.</li> <li>• Explain to the participants how inferencing strategies are used from the definition, "Using what can be seen and heard on the television screen to enhance understanding the messages presented and fill in missing information, as well as guess new meanings and predict outcomes during the listening process".</li> <li>• Encourage participants to try using inferencing strategies with the news segment to be presented.</li> <li>• Inform the participants that they can use other types of strategies together with inferencing strategies and encourage them to check which strategies helped them to gain the main points of the text.</li> <li>• Give the instruction: "The TV news segment will be presented once, then each participant should write down his/her responses in relation to the strategies used and the main points of the news on the worksheet provided".</li> <li>• Play the video tape of a TV news segment, 'Milosevic' once and let the participants write down their responses.</li> <li>• Replay the video tape of the news segment so that the participants could ascertain their listening ability for making comments in the discussion.</li> <li>• Guide the questions during the discussion at the end of the session. "What strategies did you think worked for listening to get the main points of this segment?"; "What are the main points of the news text?"; "What did you find difficult in listening to this segment?"</li> <li>• Audio record the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to any news segment provided in a video tape as a warm-up activity, listening to English news (group work).</li> <li>• Listen to the news text, 'Milosevic' for the tasks (in the group).</li> <li>• Write the responses individually (individual work).</li> <li>• Share ideas / comments in a group discussion (pair work/group work).</li> </ul>

### Session 4: Elaboration strategies

**Aims:** Provide structure by using a popular current world news segment with a familiar topic so that the participants would have background knowledge from other sources in their listening to the main points of the news text; and attempt to use one strategy type: *elaboration strategies*.

**Learners' roles:** directed (teacher-led session)

**Learning modes:** individual/pair/group work

**Assessment:** student self-assessment

**News topic:** Kashmir Conflict

Learning objectives	Teacher's tasks	Participant's tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to elaboration strategies, other strategies that worked for the news text and also the main points gained from the text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the participants select a TV news segment from a video selection for their warm-up listening activity.</li> <li>• Explain to the participants how <i>elaboration strategies</i> are used from the definition, "Using prior knowledge gained from experience in the real world and relating it to the information in the listening text to fill in the missing information".</li> <li>• Encourage participants to try using elaboration strategies with the news segment to be presented.</li> <li>• Inform the participants that they can use other types of strategies together with elaboration strategies.</li> <li>• Give the instruction: "The TV news segment will be presented once, then each participant should write down his/her responses in relation to the strategies used and the main points of the news on the worksheet provided".</li> <li>• Encourage the participants to evaluate their listening performance in percentage, or from 1 to 10.</li> <li>• Play the video tape of a TV news segment, 'Kashmir Conflict' once and let the participants write down their responses.</li> <li>• Play the video tape of the news segment again so that the participants could ascertain their listening ability for making comment in the discussion.</li> <li>• Guide the questions during the discussion at the end of the session. "What strategies did you think worked for listening to get the main points of this segment?"; "What are the main points of the news text?"; "What did you find difficult in listening to this segment?"</li> <li>• Audio record the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a news segment as a warm-up listening activity (in group).</li> <li>• Listen to the news text (in group).</li> <li>• Write the responses individually (individual work).</li> <li>• Share ideas/comments in a group discussion (pair/group work).</li> </ul>

### Session 5: Visual images inferencing strategy

**Aims:** Provide structure by using a popular current world news segment with a familiar topic so that the participants would have background knowledge from other sources in their listening to the main points of the news text; and focus on using one strategy type: *visual images inferencing strategy*.

**Learners' roles:** directed (teacher-led session)

**Learning modes:** individual/pair/group work

**Assessment:** student self-assessment/self evaluation in percentage or a scale (1-10).

**News topic:** Election in Mexico

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to visual images strategy, other strategies that worked for the news text and also the main points gained from the text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the participants select a segment of TV news from the video selection for their warm-up listening activity.</li> <li>• Explain to the participants how <i>visual images inferencing strategy</i> is used from the definition, "Using pictures on television to assist listening comprehension".</li> <li>• Encourage participants to try using visual images strategy with the news segment to be presented.</li> <li>• Inform the participants that they can use other types of strategies together with visual images strategy.</li> <li>• Give the instruction: "The TV news segment will be presented once, then each participant should write down his/her responses in relation to the strategies used and the main points of the news on the worksheet provided".</li> <li>• Encourage the participants to evaluate their listening performance.</li> <li>• Play the video tape of a TV news segment, 'Election in Mexico' once and let the participants write down their responses.</li> <li>• Play the video tape of the news segment again so that the participants could ascertain their listening ability for making comment in the discussion.</li> <li>• Guide the questions during the discussion at the end of the session. "What strategies did you think worked for listening to get the main points of this segment?"; "What are the main points of the news text?"; "What did you find difficult in listening to this segment?"</li> <li>• Audio record the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a news segment as a warm-up listening activity. There was no task required for this news segment (group work).</li> <li>• Listen to the news text assigned for this session with tasks (in group).</li> <li>• Write the responses individually(individual work).</li> <li>• Share ideas/comments in a group discussion (pair/group work).</li> </ul>

### Session 6: Key words attention strategy

**Aims:** Provide structure by using a popular current world news segment with a familiar topic so that the participants would have background knowledge from other sources in their listening to the main points of the news text; and practice using one strategy type: *Key words attention strategy*.

**Learners' roles:** facilitated/independent (teacher-facilitated/student-led session)

**Learning modes:** individual/pair/group work

**Assessment:** student self-assessment

**News topic:** Women's World Cup Soccer

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to key words attention strategy, other strategies that worked for the news text and also the main points gained from the text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the participants select a news segment from a video selection for a warm-up listening activity.</li> <li>• Explain to the participants how <i>key words attention strategy</i> is used from the definition, "Focusing on key words to comprehend the input".</li> <li>• Encourage participants to try using key words attention strategy with the news segment to be presented.</li> <li>• Instruction: " This session is a student-led session; therefore, all of you will perform the tasks by yourselves in group. All the facilities are provided in this room. One of you can control the video player and the audio-tape recorder. Another will lead the discussion in relation to strategies and main points of the news segment after finishing writing individual responses. You can evaluate your listening performance in percentage or in scores from 1-10. Before the discussion, you can play the tape again to gain more information for the discussion.</li> <li>• Let participants ask any question about the 'independent' listening activities and tasks.</li> <li>• Provide all the facilities for the session.</li> <li>• Let the participants perform the listening tasks by themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a news segment as a warm-up listening activity. There was no task required for this news segment (group work).</li> <li>• Perform the listening tasks by themselves in group.</li> <li>• Write responses individually (individual work)</li> <li>• Share ideas/comments during the discussion (pair/group work).</li> <li>• Present the written responses and audio-tape recorded discussion to the teacher.</li> </ul>

### Session 7: Formative assessment, using general strategies

**Aims:** Provide structure by using a popular current world news segment with a familiar topic so that the participants would have background knowledge from other sources in their listening to the main points of the news text; and give the participants an opportunity to evaluate themselves using *general strategies for current world news*, as well as the SLP in *the formative assessment*.

**Learners' roles:** facilitated (teacher-facilitated session)

**Learning modes:** individual/pair/group work

**Assessment:** student self-assessment

**News topic:** Iranians in LA

Learning objectives	Teacher's tasks	Participant' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the general strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and express ideas/comments, in relation to general strategies that worked for the news text and also the main points gained from the text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let participants select a news segment for a warm-up listening activity.</li> <li>• Inform the participants that this session is a formative assessment.</li> <li>• Explain the purposes of <i>the formative assessment</i> to the participants.</li> <li>• Instruction: " We have practiced using general strategies in listening to TV news for six sessions. In this session, you are invited to evaluate the tasks, and activities, as well as the use of general strategies. Try to use all the strategies to gain the main points of the news segment to be presented, then write the responses individually. After that express the ideas in a group discussion about the program, the strategies, and the main points of the news segment".</li> <li>• Encourage the participants to evaluate their listening performance in percentage or in a rank of scores from 1-10.</li> <li>• Present a video of a news segment, 'Iranians in LA'.</li> <li>• Guide questions in relation to the effective strategies, the tasks, and the main points of the news segment during the group discussion.</li> <li>• Audio-record the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a warm-up news segment selected by participants from the video selection available (group work).</li> <li>• Write down the responses related to strategies and main points of the news segment individually (individual work).</li> <li>• Share ideas/comments to evaluate their listening performance, the use of strategies, the tasks in the program. Ideas for improvement of the tasks are encouraged in the discussion (pair/group work).</li> </ul>



### Sessions 8: Explicit instruction related to specific strategies for TV news

**Structure:** Provide structure by using several segments of current news, both national and international, from three sources: radio, television, and newspaper. These are used for learning *journalistic styles of news, focusing on TV news structure*.

**Learners' roles:** directed, facilitated, and independent

**Learning modes:** individual/pair/group work

**Assessment:** student self-assessment/self-observation

**News topic:** JFK Jr. Search

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write down a list of specific strategies for TV news listening;</li> <li>• express ideas/comments in relation to journalistic styles and TV news structure, which lead to specific strategies for TV news.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the participants with several recorded radio, and TV, as well as newspaper news segments in English.</li> <li>• Give the instruction for the tasks in this session, "In this session, we will look at news styles from several sources, I would like you to read, listen, or view all of these, then we will discuss the structure of each news segment. All you have to do is observe how the events in the news were presented, then we will discuss each news structure".</li> <li>• Give three pieces of English news in a newspaper to the participants. Each piece of news is given to participants to work on in pairs.</li> <li>• Group discussion in relation to the structure of newspaper news.</li> <li>• A segment of radio news is presented, the participants listened in group. They are informed to observe the structure of the news segment.</li> <li>• Group discussion in relation to the structure of radio news segment.</li> <li>• A segment of TV news was presented. The participants observe the structure of the news segment.</li> <li>• Each participant share their observations in terms of the TV news structure.</li> <li>• Encourage the participants to work in group as 'brain storming' to make a list of specific strategies for TV news.</li> <li>• Point out specific strategies for TV news, which include, focusing on words especially in the lead to gain the main points of the news (i. e, use pictures to support when necessary, be relaxed and confident of the linguistic knowledge they have; vocabulary and grammatical structure of news are simple because news is pre-written for audiences from every educational background, etc.).</li> <li>• Audio record the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a TV news segment selected by themselves from a video selection provided. It is a warm-up listening activity (group work).</li> <li>• Perform the listening tasks in the session (individual work).</li> <li>• Share ideas, comments in the group discussion related to TV news structure and specific strategies for TV news (individual/pair/group work).</li> </ul>

### Session 9: Lead attention strategy

**Aims:** Provide structure by using a popular current world news segment with a familiar topic so that the participants would have background knowledge from other sources in their listening to the main points of the news text; and practise using a *specific strategy for TV news listening: Lead attention strategy*.

**Learners' roles:** directed (teacher-led session)

**Learning modes:** individual/pair/group work

**Assessment:** student self-assessment/self-observation

**News topic:** Train Collision in India

Learning objectives	Teacher's tasks	Participant's tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to lead attention strategy and other strategies that worked for the news text and also the main points gained from the news segment, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the participants listen to a news segment selected by themselves as a warm-up listening activity.</li> <li>• Encourage participants to use specific strategies for TV news, especially focusing on the lead of the news segment to gain the main points of the listening text.</li> <li>• Inform the participants that they can use other types of strategies together with specific strategies.</li> <li>• Give the instruction: "The TV news segment will be presented once, then each participant should write down his/her responses in relation to the strategies used and the main points of the news on the worksheet provided".</li> <li>• Encourage the participants to evaluate their listening performance in percentage, or from 1 to 10.</li> <li>• Play the video tape of a TV news segment, 'Train Collision' once and let the participants write down their responses.</li> <li>• Replay the news segment so that the participants can ascertain their listening ability and strategies used for making comment in the discussion.</li> <li>• Guide the questions during the discussion at the end of the session. "What strategies did you think worked for listening to get the main points of this segment?"; "What are the main points of the news text?"; "How did you use specific strategies to gain the main points?"</li> <li>• Audio record the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Select a news segment from video selection and listen to it as a warm-up listening activity (group work).</li> <li>• Listen to the listening text for the tasks of this session (in group).</li> <li>• Write the responses individually (individual work).</li> <li>• Share ideas/comments in a group discussion (pair/group work).</li> </ul>

### Session 10: Specific strategies practice

**Aims:** Provide structure by using a popular current world news segment with a familiar topic so that the participants would have background knowledge from other sources in their listening to the main points of the news text; and practise using *specific strategies* for TV news.

**Learners' roles:** facilitated/independent (teacher-facilitated/student-led session)

**Learning modes:** individual work

**Assessment:** student self-assessment

**News topic:** Falungong Sect

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to specific strategies for TV news, as well as general strategies that worked for the news text and also the main points gained from the text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the participants listen to a news segment selected from a video selection as a warm-up listening activity.</li> <li>• Give the instructions for this session: "In everyday listening, you usually listen to TV news by yourself. You will practise listening by yourself, <i>using specific strategies</i> to gain the main points of a TV news segment provided. Write down the strategies that worked as well as the main points of the news segment on the worksheet provided. Then record your comments in relation to independent listening".</li> <li>• Let each participant control the video tape and perform the tasks independently, using the facilities provided.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a news segment as a warm-up listening activity. There is no task for this news segment (individual work).</li> <li>• Perform the listening tasks of the news segment assigned for this session individually (individual work).</li> <li>• Write responses individually.</li> <li>• Audio-record his/her comments (individual work).</li> <li>• Present the written responses and audio-tape recorded comments to the teacher (individual work).</li> </ul>

### Session 11: Formative assessment of current world news

**Aims:** Provide structure by using a popular current world news segment with a familiar topic so that the participants would have background knowledge from other sources in their listening to the main points of the news text; and provide the opportunity for the participants to *evaluate their listening performance and the use of specific strategies for TV news*.

**Learners' roles:** facilitated (teacher-facilitated session)

**Learning modes:** individual work/group work

**Assessment:** student self-assessment/self-evaluation

**News topic:** Floods

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to specific strategies for TV news and the main points gained from the text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the participants listen to a news segment selected from a video selection as a warm-up listening activity.</li> <li>• Give the instructions for this session: "You have practiced using specific strategies for TV news for two listening sessions. In this session, you are invited to <i>evaluate your listening performance as well as the use of specific strategies for TV news</i>. After listening to the news segment to be presented, please write the responses in the worksheets provided. After that the news segment will be replayed, you can check what strategies worked to gain the main points of the news segment, then share ideas, comments in relation to the program and your effective strategies"</li> <li>• Observe the discussion and record the participants' comments.</li> <li>• Inform the participants that the next session will be independent listening and that each of them can come to perform the tasks in the room with facilities provided at any time during the following week.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a warm-up listening activity (group work).</li> <li>• Listen to the news segment for the formative assessment (group work).</li> <li>• Write responses individually (individual work).</li> <li>• Share effective strategies, and main points gained from the news segment with peers during the group discussion (pair/group work).</li> </ul>

## Session 12: Integrated strategies practice A

**Aims:** Provide structure by using a local Australian news segment so that the participants will use specific strategies for TV news information which is not available in other sources in the study context at the time when the study took place. The participants are also provided with the opportunity to practise *independent listening*.

**Learners' roles:** independent/facilitated (student-led/teacher-facilitated session)

**Learning modes:** individual work

**Assessment:** student self-assessment

**News topic:** De facto Rights

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to specific strategies for TV news and the main points gained from the text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let each participant listen to a local Australian news segment selected from a video selection as a warm-up listening activity.</li> <li>• Provide the instructions for individual <i>independent listening</i> tasks on a handout.</li> <li>• The instructions read: "In this session, you can control the video tape by yourself. After listening to the news segment provided once, write down the strategies that worked as well as the main points of the news segment on the worksheet. Try to use specific strategies in listening. Then you can replay the news segment and record your comments in relation to the strategies and the main points. When you finish all the tasks, place the worksheet as well as the audio tape recorder on the table in this room."</li> <li>• Inform the participants that the next session will be independent listening in group; therefore all the participants will meet at the time arranged.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a warm-up listening activity with a local Australian news segment (individual work).</li> <li>• Control the video tape and perform the tasks individually (individual work).</li> <li>• Write responses (individual work).</li> <li>• Audio record comments on effective strategies and the main points of the news segment (individual work).</li> </ul>

### Session 13: Integrated strategies practice B

**Aims:** Provide structure by using a local Australian news segment so that the participants will use specific strategies for TV news information which is not available in other sources in the study context at the time when the study took place. The participants are also provided with the opportunity to practise *independent listening in group*.

**Learners' roles:** independent/facilitated (student-led/teacher-facilitated session)

**Learning modes:** individual/group work

**Assessment:** student self-assessment/self-evaluation

**News topic:** Rail Link

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to specific strategies for TV news and the main points gained from the text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the participants listen to a local Australian news segment selected by themselves from a video selection as a warm-up listening activity.</li> <li>• Provide the instructions for <i>independent listening tasks in group</i>.</li> <li>• The instructions: "This session will be directed by all of you. Use the video of the news segment provided and listen to the news segment once. Try to use specific strategies learnt from Session 8 in listening to the main points. Then write down responses individually. You can replay the video before the discussion. Audio record your comments in the group discussion.</li> <li>• Inform the participants that the next session will be an independent listening activity. Each of the participant can come to perform the listening tasks at any time. The instructions and facilities will be provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a warm-up listening activity with a local Australian news segment (group work).</li> <li>• Control the video tape and perform the tasks (individual/pair/group work).</li> <li>• Write responses individually (individual work).</li> <li>• Audio record comments on effective strategies and the main points of the news segment (pair/group work).</li> </ul>

### Session 14: Integrated strategies practice C

**Aims:** Provide structure by using a local Australian news segment so that the participants will use *specific and general strategies* for TV news information which is not available in other sources in the study context at the time when the study took place. The participants are also provided with the opportunity to practise *independent listening*.

**Learners' roles:** independent/facilitated (student-led/teacher-facilitated session)

**Learning modes:** individual work

**Assessment:** student self-assessment/self-evaluation

**News topic:** Earthquake

Learning objectives	Teacher's tasks	Participant' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to specific strategies for TV news and the main points gained from the text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let each participant listen to a local Australian news segment selected from a video selection as a warm-up listening activity.</li> <li>• Provide the instructions for individual independent listening tasks on a handout.</li> <li>• The instructions read: "In this session, you can control the video tape by yourself. After listening to the news segment provided once, write down the strategies that worked as well as the main points of the news segment on the worksheet. Try to use <i>specific strategies</i> in listening. You can also use <i>general strategies</i>. Then you can replay the news segment and record your comments in relation to the strategies and the main points. When you finish all the tasks, place the worksheet as well as the audio tape recorder on the table in this room."</li> <li>• Inform the participants that the next session will be informative assessment, using integrated strategies (specific strategies and general strategies) in listening to a local Australian news segment.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a warm-up listening activity with a local Australian news segment (individual work).</li> <li>• Control the video tape and perform the tasks individually (individual work).</li> <li>• Write responses (individual work).</li> <li>• Audio record comments on effective strategies and the main points of the news segment (individual work).</li> </ul>

### Session 15: Formative assessment, using local Australian news

**Aims:** Provide structure by using a local Australian news segment so that the participants will use both specific and general strategies to gain the main points of the news segment, which is not popular at that time in other sources of news; the opportunity for the participants to *evaluate their listening performance and the use of specific strategies for TV news* is provided.

**Learners' roles:** facilitated (teacher-facilitated session)

**Learning modes:** individual work/group work

**Assessment:** student self-assessment/self-evaluation

**News topic:** Coastal Birds

Learning objectives	Teacher's tasks	Participant's tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to specific strategies for local Australian news and the main points gained from the text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the participants listen to a news segment selected from a video selection as a warm-up listening activity.</li> <li>• Give the instructions for this session: "You have practised using specific strategies for local Australian news for three listening sessions. In this session, you are invited to evaluate your listening performance as well as the use of <i>specific strategies for TV news</i>. After listening to the news segment to be presented, please write the responses in the worksheets provided. After that the news segment will be replayed, you can check what strategies worked to gain the main points of the news segment, then share ideas, comments in relation to the program and your effective strategies".</li> <li>• Observe the discussion and audio record the participants' comments.</li> <li>• Inform the participants that the next session will be independent listening and that each of them can come to perform the tasks in the room with the facilities provided at any time during the following week.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a warm-up listening activity (group work).</li> <li>• Listen to the news segment for the formative assessment (group work).</li> <li>• Write responses individually (individual work).</li> <li>• Share effective strategies, main points gained from the news segment with peers during the group discussion (individual/pair/group work).</li> </ul>



### Session 16: Integrated strategies practice D

**Aims:** Provide structure by using a local Australian news segment so that the participants will use *specific and general strategies* for TV news information which is not available in other sources in the study context at the time when the study took place. The participants are also provided with the opportunity for *independent listening*.

**Learners' roles:** independent/facilitated (student-led/teacher-facilitated session)

**Learning modes:** individual work

**Assessment:** student self-assessment/self-evaluation

**News topic:** Farm Experience

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to specific strategies for TV news and the main points gained from the text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let each participant listen to a local Australian news segment selected from a video selection as a warm-up listening activity.</li> <li>• Provide the instructions for individual independent listening tasks on a handout.</li> <li>• The instructions read: "In this session, you can control the video tape by yourself. After listening to the news segment provided once, write down the strategies that worked as well as the main points of the news segment on the worksheet. Try to use <i>specific strategies as well as general strategies</i> in listening. Then you can replay the news segment and record your comments in relation to the strategies and the main points. When you finish all the tasks, place the worksheet as well as the audio tape recorder on the table in this room."</li> <li>• Inform the participants that the next session will be summative assessment, using integrated strategies (specific strategies and general strategies) in listening to a current world news segment.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a warm-up listening activity with a local Australian news segment (individual work).</li> <li>• Control the video tape and perform the tasks individually (individual work).</li> <li>• Write responses (individual work).</li> <li>• Audio record comments on effective strategies and the main points of the news segment (individual work).</li> </ul>

### Session 17: Summative assessment, using current world news

**Aims:** Provide the participants with the opportunity to *evaluate their listening performance* to gain the main points of current world news; and to develop their strategies repertoire as a listening tool for independent listening to authentic English, particularly to TV news in their real life listening.

**Learners' roles:** facilitated (teacher-facilitated session)

**Learning modes:** individual work/group work

**News topic:** Heart Disease

Learning objectives	Teacher's tasks	Participant's tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to specific strategies for the current world news segment and the main points gained from the listening text, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the participants listen to a current world news segment selected from a video selection as a warm-up listening activity.</li> <li>• Give the instructions for this session: "This session will be a <i>summative assessment</i>, using a current world news segment. Try to use both specific and general strategies to gain the main points of the news segment to be presented. Then write down the responses on the worksheet. After that the news segment will be replayed so that you will have more information in relation to strategies that worked and the main points of the news segment. You are invited to express comments about the program and types of strategies that worked well with current world news during the group discussion".</li> <li>• Observe the discussion, and audio record the participants' comments.</li> <li>• Inform the participants that the next session will be summative assessment, using local Australian news.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a warm-up listening activity (group work).</li> <li>• Listen to the news segment for the summative assessment (group work).</li> <li>• Write responses individually (individual work).</li> <li>• Share effective strategies, and main points gained from the news segment with peers during the group discussion (individual/pair/group work).</li> </ul>

### Session 18: Summative assessment, using local Australian news

**Aims:** Provide the participants with the opportunity to use specific strategies for local Australian news, of which the news events are not popular at that time. This will allow the participants to maximise the main points from the news segment with their appropriate strategies. In addition, the participants will *evaluate their listening performance* and then use the strategies that work for independent listening to TV news in English, as well as other types of authentic English in the real world.

**Learners' roles:** facilitated (teacher-facilitated session)

**Learning modes:** individual/pair/group work

**News topic:** Marathon Swimmer

Learning objectives	Teacher's tasks	Participants' tasks
<p>On completing this session, participants should be able to:</p> <ul style="list-style-type: none"> <li>• write the strategies that worked for the news segment;</li> <li>• report the main points of the listening text; and</li> <li>• express ideas/comments, in relation to specific strategies for the local Australian news segment, other local Australian news segments and the main points gained from the text for this session, in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the participants listen to a local Australian news segment selected from a video selection as a warm-up listening activity.</li> <li>• Give the instructions for this session: "This session will be a <i>summative assessment</i>, using a local Australian news segment. Try to use both specific and general strategies to gain the main points of the news segment to be presented. Then write down the responses on the worksheet. After that the news segment will be replayed so that you will have more information in relation to strategies that worked and the main points of the news segment. You are invited to express comments about the program and types of strategies that worked well with current world news during the group discussion".</li> <li>• Observe the discussion, and audio record the participants' comments.</li> <li>• Encourage the participants to use specific strategies in listening to TV news to develop their listening skills, both in class and in their everyday listening practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a warm-up listening activity (group work).</li> <li>• Listen to the news segment for the summative assessment (group work).</li> <li>• Write responses individually (individual work).</li> <li>• Share effective strategies, and main points gained from the news segment, as well as comments of the SLP with peers during the group discussion (individual/pair/group work).</li> </ul>

**Appendix D: Topics of three TV text types, Phase I**

<b>Sessions</b>	<b>Topics of TV texts used in Phase I</b>	<b>Sources</b>
	<b>News</b>	
Assessment 1	De facto Rights	3 June, 1997, ABC News, Tasmania, Australia
Assessment 2	Marathon Swimmer	13 May, 1997, Southern Cross News, Tasmania, Australia
Listening practice	Paper Mill	23 September, 1997, Southern Cross News, Tasmania, Australia
Listening practice	Coastal Birds	23 September, 1997, Southern Cross News, Tasmania, Australia
Listening practice	Earthquake	24 August, 1997, Southern Cross News, Tasmania, Australia
Listening practice	Rail Link	23 August, 1997, Southern Cross News, Tasmania, Australia
	<b>Lifestyle Programs</b>	
Assessment 1	House Renovation	13 May, 1997, "Better Homes and Gardens", Southern Cross TV, Tasmania, Australia
Assessment 2	Room Decoration	15 July, 1997, "Better Homes and Gardens", Southern Cross TV, Tasmania, Australia
Listening practice	Cloudehill Park	13 May, 1997, "Better Homes and Gardens", Southern Cross TV, Tasmania, Australia
Listening practice	Baked Pasta	13 May, 1997, "Better Homes and Gardens", Southern Cross TV, Tasmania, Australia
	<b>Commercials</b>	
Assessment 1	Auto Rent Hertz	15 July, 1997, Win TV, Tasmania, Australia
Assessment 2	Arnott's Biscuits	15 May, 1997, Southern Cross TV, Tasmania, Australia
Listening practice	Club 24	25 August, 1997, Southern Cross TV, Tasmania, Australia
Listening practice	Leg Ham	23 September, 1997, Southern Cross TV, Tasmania, Australia

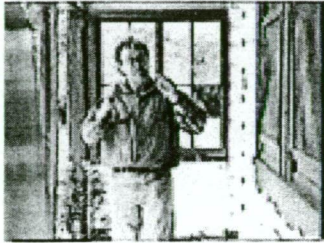
Three types of TV texts (news, lifestyle programs, and commercials) used in assessment 1 and 2, Phase I



De facto Rights  
News for assessment 1



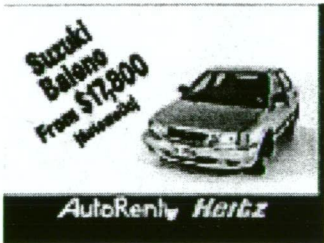
Marathon Swimmer:  
News for assessment 2



House Renovation:  
Lifestyle program segment  
for assessment 1



Room Decoration:  
Lifestyle program segment  
for assessment 2



Auto Rent Hertz  
Commercials for  
assessment 1



Arnott's Biscuits  
Commercial for assessment  
2

# Appendix E: Subject bio-data, Phase I, Phase II

Group 1, Phase I					Group 2, Phase I					SLP, Phase II				
Participant	Age	Gender	EFL years	English program	Participant	Age	Gender	EFL years	English program	Participant	Age	Gender	EFL years	English program
P 1	20	F	16	Minor	P 1	18	F	14	Major	P1	20	F	8	Minor
P2	20	F	15	Minor	P2	19	F	14	Minor	P2	19	F	13	Major
P3	20	F	14	Minor	P3	19	F	13	Minor	P3	20	F	15	Major
P4	20	M	17	Minor	P4	22	F	17	Minor	P4	20	M	11	Major
P5	19	F	14	Minor	P5	20	F	17	Minor	P5	20	F	15	Major
P6	21	F	15	Major	P6	21	F	13	Minor	P6	20	F	13	Minor
P7	19	F	11	Major	P7	21	F	10	Minor					
P8	20	F	15	Major	P8	20	F	13	Minor					
P9	20	F	12	Minor	P9	21	F	12	Major					
P10	20	F	11	Major	P10	21	F	18	Minor					
P11	20	F	11	Major	P11	20	F	11	Minor					
P12	20	F	16	Major	P12	21	F	11	Major					
P13	21	F	10	Major	P13	21	F	14	Minor					
P14	20	F	11	Major	P14	20	F	14	Minor					
P15	21	F	12	Major	P15	20	F	10	Minor					
P16	20	F	11	Minor	P16	21	M	11	Minor					
P17	20	F	11	Minor	P17	20	F	11	Major					
P18	19	F	15	Minor	P18	21	F	11	Major					
P19	21	F	12	Minor	P19	19	F	11	Major					
P20	20	F	9	Minor	P20	21	F	12	Minor					
P21	21	F	11	Minor	P21	21	F	18	Minor					
P22	20	F	10	Minor										
P23	20	F	13	Minor										
P24	20	F	9	Minor										
P25	21	F	11	Minor										
P26	20	F	11	Minor										

## Appendix F: Open-ended questions for responses, Phase I

### Worksheet

กระดาษคำตอบ

Participant No. ....

เลขที่.....

Listening comprehension

การฟังเพื่อความเข้าใจ

Answer the following questions. You can use both Thai and English in every question.

จงตอบคำถามต่อไปนี้ท่านสามารถใช้ได้ทั้งภาษาไทยและภาษาอังกฤษ

1. What are the main points of this segment?

1. ใจความสำคัญของข้อความที่ฟังในตอนนี้อะไร ?

2. Write down as much information you can remember as possible. You can write in words, phrases or sentences.

2. จงเขียนรายละเอียดที่ท่านจำได้ให้มากที่สุดที่ท่านสามารถเขียนเป็นคำวลีหรือประโยคก็ได้

3. What did you find difficult in listening to this segment?

3. ท่านประสบปัญหาอะไรบ้างจากการฟังในตอนนี้อะไร ?

4. What strategies or techniques did you use in listening for the main points of this segment?

4. ท่านใช้กลวิธีหรือเทคนิคอะไรในการฟังเพื่อจับใจความสำคัญของข้อความในตอนนี้อะไร ?

## Appendix F: Open-ended questions for responses, Phase II

### Work Sheet

กระดาษคำตอบ

Participant number .....

รหัสประจำตัวผู้ร่วมโครงการ .....

Answer the following questions. You can use both /either English and/or Thai in your answers.

กรุณาตอบคำถามต่อไปนี้

ผู้ตอบสามารถใช้ได้ทั้งภาษาอังกฤษและภาษาไทยในการเขียนคำตอบ

1. What strategies did you use in listening to the news segment?

1. กรุณาระบุกลยุทธ์ที่ท่านคิดว่าช่วยการฟังเพื่อจับใจความสำคัญของข่าวนี้

2. What did you find difficult in listening to the news segment?

2. กรุณาระบุปัญหาที่เกิดขึ้นกับท่านในการฟังเพื่อจับใจความสำคัญของข่าวนี้

3. What score do you think you should get in your listening comprehension of the news segment? (from 1 to 10)

3. ท่านคิดว่าท่านน่าจะได้คะแนนในการฟังข่าวนี้ประมาณกี่คะแนน จากช่วงคะแนนต่ำไปสูง 1 -10.

4. What are the main points of this news segment?

4. กรุณาระบุประเด็นสำคัญของข่าวนี้

5. Other comments in listening to this news segment.

5. กรุณาระบุข้อคิดเห็นอื่นๆ ในการฟังข่าวนี้



## Appendix G: Strategy categories, Phase I

Strategy categories, Phase I	ovstr	sstr	N	L	C	PrN1	PrN2	PN1	PN2	TN	PrL1	PrL2	PL1	PL2	TL	PrC1	PrC2	PC1	PC2	TC
<b>Inferencing</b>	<b>324</b>		<b>96</b>	<b>115</b>	<b>113</b>															
<i>Visual images inferencing</i>		<b>198</b>	<b>56</b>	<b>75</b>	<b>67</b>															
watch pictures						10	8	16	15	49	16	13	19	18	66	14	15	20	13	62
notice the background on TV						1				1			1		1					
watch the pictures and guess						1				1										
guess the meaning of story from the pictures								3		3			4	1	5		1	2	1	4
guess the content from the pictures								1	1	2			3		3			1		1
<i>Kinesic inferencing</i>		<b>33</b>	<b>9</b>	<b>16</b>	<b>8</b>															
watch the presenters																		1	3	4
watch the speakers' mouths						5		3		8	4		2		6					
notice facial expression											1				1				1	1
notice gestures/actions/performance/body language						1				1	1	3	2	1	7				3	3
look for signs of emotional response												1		1	2					
<i>Texts inferencing</i>		<b>21</b>	<b>10</b>	<b>1</b>	<b>10</b>															
read the headlines on the screen							1	1		2										
look at any words on the screen						2		1	1	4							1			1
look at the details on the text							1		1	2				1	1	4	3	2		9
watch the subtitle							1			1										
watch the names, titles of the interviewees							1			1										
<i>Elaborated inferencing</i>		<b>68</b>	<b>21</b>	<b>22</b>	<b>25</b>															
guessing						1	3	1	1	6	6	3	1	3	13	3	5	1	3	12
use anticipation																	2		2	4
predict story outcome											1				1					
try to guess the words I couldn't follow									1	1										
guess the point from some words/keywords/phrases						1		2	1	4	1		3	2	6	2	2	4		8

Strategy categories, Phase I	ovstr	ssstr	N	L	C	PrN1	PrN2	PN1	PN2	TN	PrL1	PrL2	PL1	PL2	TL	PrC1	PrC2	PC1	PC2	TC
guess the meaning of vocabulary/words							1	2		3							1			1
guess the content from the context clues						1	1		1	3		1			1					
try to guess the meaning of the vocabulary								1		1										
try to guess the meaning and combine all the ideas												1			1					
listen, think and guess						2			1	3										
<b>Voice/extralinguistic inferencing</b>		4	0	1	3															
listen to music and get the main idea																		1	2	3
notice the tone of speakers												1			1					
<b>Directed attention</b>	120		48	31	41															
listen carefully/attentively						3	1	2	6	12	6	4	1	3	14	3	4	7	4	18
Concentration						4	1	3	1	9	1	1		5	7	1		2	5	8
pay attention						5	1	1	3	10		2	2	1	5	2	1	1	4	8
be prepared to pay attention																1				1
listen to get as much information as possible								1		1							2	1		3
listen to the topics and conclude the information							2	1		3		1			1					
listen to anything I can hear/what is said								1	1	2									1	1
listen to introduction/headline								1	2	3										
try to get familiar with pronunciation														1	1					
notice the development of the content											1				1					
watch TV only when there is an interview						1				1										
observe everything I can see and hear																1				1
choose either listening or watching							1			1			1		1					
listen to the first sentence/the first speaker							1		1	2										
listen to the conclusion at the end/the last sentence							1			1				1	1					
be ready to receive the information						1				1										
try not to look at the TV screen						1				1										
try to keep up with what is said						1				1										

Strategy categories, Phase I	ovstr	sstr	N	L	C	PrN1	PrN2	PN1	PN2	TN	PrL1	PrL2	PL1	PL2	TL	PrC1	PrC2	PC1	PC2	TC
look at the purpose of the material																	1			1
<b>Selective attention</b>	116		43	47	26															
<b>Key words attention</b>		102	38	39	25															
listen to key words							4	1	3	8	1	6	1	1	9		1	1		2
try to get some particular words						2	4	1	1	8	1	2		2	5	2		2	2	6
get the words already known								2		2	3	1	2		6	2		2		4
get single words and link them with my idea						1	4			5	1	1		1	3			1	1	2
put the words I understand together						2	1	1		4	1		1		2	2		1		3
listen to vocabulary								2		2	3		1		4			1		1
try to get as many words as possible						1	1			2	1		1		2	2		1		3
try to catch vocabulary						1				1	1		2		3			1		1
try to get words related to the story							1	1		2			2		2	1				1
try to get familiar words						1				1			1		1			1		1
get the words related to the pictures									1	1				1	1			1		1
interpret the content from vocabulary						1	1			2										
notice the relation of words											1				1					
<b>Sentences attention</b>		6	1	5	0															
try to get sentences								1		1		1	2	1	4					
get easy sentences, phrases												1			1					
<b>Context attention</b>		8	4	3	1															
listen to the context						1	1			2		1	1		2					
get the meaning from the context											1				1				1	1
try to get clues/context clues							1	1		2										
<b>Summarising</b>	36		11	20	5															
try to get the main idea/point						2		1	2	5	2	1	4	3	10	3				3
conclude the whole paragraph for main idea							1	1		2	2	2			4				1	1
try to get the main idea from the pictures and words													3	1	4				1	1

Strategy categories, Phase I	ovstr	sstr	N	L	C	PrN1	PrN2	PN1	PN2	TN	PrL1	PrL2	PL1	PL2	TL	PrC1	PrC2	PC1	PC2	TC
combine any part I can hear for the main idea							1	1		2		1			1					
try to understand the main point and details later						1				1										
get the information emphasised by speakers							1			1										
try to find the theme											1				1					
<b>Comprehending</b>	17		9	3	5															
try to get all information/as much information as possible						1			1	2				1	1				1	1
remember the details								1		1							1		1	2
get information from words, conversation and pictures								2		2	1				1					
remember and link information						1				1	1				1					
use associated ideas							1		1	2										
store the information in my memory																	1			1
accumulate information and think																1				1
collect the ideas for information						1				1										
<b>Elaboration</b>	30		5	15	10															
use own experience/background knowledge to guess						1			1	2	1			4	5		1	1	3	5
use my personal expectation												1			1					
put information, pictures, description together											1	1			2		1			1
get information to match with the pictures							1	2		3	1		4	2	7	1		1	2	4
<b>Self-management</b>	12		5	4	3															
relaxed while listening						1		2		3		1		1	2			1	1	2
turn up the volume						1		1		2	2				2	1				1
<b>Translation</b>	4		0	2	2															
translate into Thai													1		1	1				1
translate into Thai, then conclude it for a story												1			1			1		1
<b>TOTAL</b>	659					60	48	62	47	217	64	52	65	56	237	47	43	59	56	205

Abbreviations: Pr = assessment 1; P = assessment 2; N = news; L = lifestyle programs; C = commercials; 1 = group 1; 2 = group 2

## Appendix G: Definitions of listening strategies

Mainly based on the learning strategies devised by O'Malley and Chamot (1990), Oxford (1990) and Vandergrift, (1997a), types and definitions of listening strategies in this study are classified and demonstrated below:

### Strategies

### Definitions

#### Cognitive strategies

##### Inferencing

Using what can be seen and heard on the television screen to enhance understanding the messages presented and fill in missing information, as well as guess new meanings and predict outcomes during the listening process

##### a. Visual images inferencing

Using pictures on television to assist listening comprehension

##### b. Kinesic inferencing

Using body language, facial expressions, and gestures to gain information

##### c. Texts inferencing

Reading the texts on the television screen to enhance comprehension

##### d. Elaborated inferencing

Using linguistic components and general guessing to form ideas of the messages

##### e. Voice/extralinguistic inferencing

Listening to any type of voice, and/or background sound appearing on the television screen.

##### Summarising

Making a mental or written summary of language to conclude the main ideas or theme of the whole message during the listening process

##### Elaboration

Using prior knowledge gained from experience in the real world and relating it to the information in the listening text to fill in the missing information

##### Comprehending

Grasping the information presented in the listening text, storing it in memory system and linking it with associated ideas to understand the listening text

##### Translation

Interpreting the target language into mother tongue to assist understanding the listening input

#### Metacognitive strategies

##### Directed attention

Deciding in advance to attend to general aspects of the listening task and to ignore irrelevant distractors either caused by the listening texts or the context

##### Selective attention

Deciding in advance to attend to specific aspects of the language input or situations that assist understanding, often by scanning for key words, concepts, and/or linguistic markers in the listening text and task

##### a. Key words attention

Focusing on key words to comprehend the input.

##### b. Sentences attention

Focusing on sentences to assist understanding

##### c. Context attention

Trying to understand the message from the context

##### Self-management

Understanding the conditions that help one learn and arranging the appropriate condition for the particular listening text and task

## Appendix H: Difficulty categories, Phase I

Difficulties in categories, Phase I	NLC	N	L	C	PrN1	PrN2	PN1	PN2	TN	PrL1	PrL2	PL1	PL2	TL	PrC1	PrC2	PC1	PC2	TC
<b>Speed</b>		91	87	48															
spoke fast					16	10	14	11	51	15	10	16	9	50	12	7	4	2	25
couldn't keep up with speed					8	9	8	0	25	7	5	3	4	19	4	1	3	0	8
couldn't keep up with the content					2	1	2	2	7	6	5	3	0	14	2	4	0	1	7
couldn't keep up with sentences					2	0	1	0	3	1	1	1	0	3	0	0	0	0	0
pictures went fast/couldn't keep up					0	0	0	0	0	0	1	0	0	1	2	2	0	0	4
the song was fast/couldn't get all the words of song					0	0	0	0	0	0	0	0	0	0	3	1	0	0	4
not familiar with the rapid reading					1	1	0	0	2	0	0	0	0	0	0	0	0	0	0
my brain couldn't change the code/fast					0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
faster than the tapes used in class					0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
speed and length made me forget the beginning					0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
<b>Accent/pronunciation</b>		26	24	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
not familiar with the accent					3	3	2	1	9	7	0	4	1	12	0	1	4	0	5
not used to the pronunciation					0	3	1	1	5	0	1	3	0	4	0	0	1	0	1
not clear, can't get the accent					1	1	0	1	3	1	0	0	1	2	0	0	0	1	1
hard to understand spoken language					0	1	0	0	1	0	1	2	0	3	0	0	0	0	0
not used to native speakers' accent					1	0	0	0	1	2	0	0	0	2	0	0	0	0	0
not familiar with Australian accent					0	0	0	1	1	1	0	0	0	1	0	0	0	0	0
hard to understand pronunciation of interviewees					0	2	0	0	2	0	0	0	0	0	0	0	0	0	0
more linking sounds					1	0	0	0	1	0	0	0	0	0	1	0	0	0	1
not used to the English accent					1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
songs made the pronunciation change					0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
the tone of some words was not clear					0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
the stress of words					0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
<b>Vocabulary</b>		37	41	38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
didn't know some words					5	7	5	1	18	4	1	8	3	16	1	1	2	1	5

Difficulties in categories, Phase I	NLC	N	L	C	PrN1	PrN2	PN1	PN2	TN	PrL1	PrL2	PL1	PL2	TL	PrC1	PrC2	PC1	PC2	TC
couldn't get some words					1	1	1	3	6	2	2	2	7	13	1	0	0	1	2
difficult words					0	0	0	1	1	0	0	0	1	1	0	0	1	12	13
words in song are difficult to understand					0	0	0	0	0	0	0	0	0	0	3	1	5	5	14
didn't understand the majority of vocabulary					4	0	0	0	4	1	0	0	0	1	1	0	0	0	1
couldn't get any words					1	0	1	0	2	0	0	0	0	0	0	0	3	0	3
difficult vocabulary					1	1	1	0	3	1	0	1	0	2	0	0	0	0	0
haven't studied the vocabulary before					1	0	0	0	1	1	0	0	0	1	0	0	0	0	0
vocabulary is the main problem					0	1	0	0	1	0	0	1	0	1	0	0	0	0	0
limited vocabulary					0	0	0	0	0	2	0	0	0	2	0	0	0	0	0
hard to understand words on mass media					0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
technical terms					0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
didn't know words about decoration					0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
didn't know words about carpentry and building					0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
architectural terms-difficult					0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
<b>Comprehension ability/text types</b>		22	16	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
couldn't get the main point					1	6	1	0	8	2	0	2	1	5	1	1	2	0	4
hard to get the content presented in song					0	0	0	0	0	0	0	0	0	0	2	5	2	1	10
didn't understand the content					2	2	0	0	4	0	0	0	0	0	0	1	2	1	4
couldn't get all the main idea					0	2	1	1	4	0	0	1	1	2	0	0	0	0	0
the length of the segment					0	0	0	0	0	0	1	2	2	5	0	0	0	0	0
the song was not clear					0	0	0	0	0	0	0	0	0	0	2	1	1	0	4
difficult content					0	1	0	0	1	0	0	0	1	1	0	0	0	1	1
the ad was too short					0	0	0	0	0	0	0	0	0	0	0	1	2	0	3
couldn't get all the details presented by each person					0	0	0	1	1	0	0	0	1	1	0	0	0	0	0
didn't understand the purpose of the documentary					0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
news reporting prevented me from understanding					1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
voice of reader and interviewee ran together					1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
many interviews from many witnesses					0	0	0	1	1	0	0	0	0	0	0	0	0	0	0

Difficulties in categories, Phase I	NLC	N	L	C	PrN1	PrN2	PN1	PN2	TN	PrL1	PrL2	PL1	PL2	TL	PrC1	PrC2	PC1	PC2	TC
many speakers at the same time					0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
speakers quarrelled, couldn't get the point					0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
the ad had no explanation					0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
I thought it would present conversation later					0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
difficult to separate words with music, song					0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
sound was made longer by singers					0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
<b>Personal/emotional factors</b>		16	5	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
couldn't concentrate/didn't pay attention					1	0	4	2	7	0	0	2	0	2	1	3	1	2	7
having to rush leads to a lack of concentration					1	0	0	0	1	1	0	0	0	1	1	0	0	0	1
not ready to listen					0	1	0	0	1	0	0	0	0	0	0	2	0	0	2
felt tense in listening					0	0	1	0	1	1	0	0	0	1	0	0	0	0	0
haven't listened to the news in English for a long time					0	2	0	0	2	0	0	0	0	0	0	0	0	0	0
felt anxious while listening					1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
was excited					0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
so nervous					0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
didn't have enough self-conscious					1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
I had a cold, couldn't hear properly					0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
my own personal problem, being weak in listening					1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
<b>Cognitive processing factors</b>		20	19	15		0	0	0	0	0	0	0	0	0	0	0	0	0	0
couldn't remember well					0	0	3	1	4	2	1	1	1	5	3	2	2	0	7
listen only one time					0	0	1	1	2	0	1	1	1	3	1	1	0	1	3
couldn't translate					2	1	0	0	3	2	0	0	0	2	0	0	0	0	0
couldn't connect sentences for meaning					2	0	0	0	2	2	0	0	0	2	0	0	0	0	0
better if I can listen twice					1	1	0	0	2	1	0	0	0	1	0	0	0	0	0
couldn't write down					0	0	0	0	0	0	1	0	0	1	1	0	1	0	2
had to translate into Thai for my understanding					0	1	0	0	1	0	1	0	0	1	0	0	0	0	0
couldn't get the details in listening only once					0	1	0	0	1	0	1	0	0	1	0	0	0	0	0
couldn't get the information with the melody					0	0	0	0	0	0	0	0	0	0	1	1	0	0	2



Difficulties in categories, Phase I	NLC	N	L	C	PrN1	PrN2	PN1	PN2	TN	PrL1	PrL2	PL1	PL2	TL	PrC1	PrC2	PC1	PC2	TC
lack of experience in listening and speaking					0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
listening and watching at the same time-confusing					0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
had to choose either listening or watching					0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
tried to remember and couldn't concentrate					0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
couldn't get information of the whole sentence					0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
didn't know the background of the story					0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
hard to get the exact number					0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
I had some grammatical problem and vocabulary					0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
thought and translated at the same time					0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
<b>Distractions</b>		12	8	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
enjoyed the pictures and forgot to focus on the content					0	0	0	0	0	0	3	0	0	3	0	0	3	2	5
couldn't hear clearly					1	0	2	1	4	1	1	0	0	2	0	1	0	0	1
enjoyed the music and couldn't get the meaning					0	0	0	0	0	0	0	0	0	0	2	1	2	1	6
noise of plane/helicopter in the background					0	0	4	0	4	0	0	0	0	0	0	0	0	0	0
interrupted sound prevented me from understanding					0	0	2	2	4	0	0	0	0	0	0	0	0	0	0
pictures shifting made me confused					0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
loud melody, song in chorus-couldn't get the right details					0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
the changing of scenes prevented me from understanding					0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
couldn't turn down the volume-too loud					0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
<b>TOTAL</b>	588	224	200	164	65	68	55	36	224	66	45	54	35	200	49	42	41	32	164

Abbreviations: Pr = assessment 1; P = assessment 2; N = news; L = lifestyle programs; C = commercials; 1 = group 1; 2 = group 2.

## Appendix H: Definitions of Listening Difficulties

Listening Difficulties	Definitions
Speed	The rate at which the information in the listening text is presented, which is usually based on the number of words delivered per minute. Broadcast speed usually consists of about 165 words per minute (Dunkel, 1988). However, this rate is considered fast for non-native listeners of a language. Difficulty category caused by speed, refers to the reports such as 'couldn't keep up with speed'; 'couldn't keep up with the content'; and 'couldn't keep up with sentences'.
Vocabulary	The meaning of words in the listening texts. Difficulty caused by vocabulary derived from the reported phrases such as, 'didn't know some words'; 'difficult words'; and 'technical terms'.
Comprehension ability/ text types	Being unable to gain the main points or the content of the listening texts due to the listeners' comprehension process and the text type. Examples from the reports of the listeners in this difficulty category include: 'couldn't get the main point'; 'hard to get the content presented in song'; 'the ad was too short'; and 'the length of the segment'.
Accent/pronunciation	A distinctive way of pronouncing words by the speakers in the listening texts. The difficulty category derived from the reported phrases such as, 'not familiar with the accent'; 'more linking sounds'; and 'not used to the English accent'.
Cognitive processing factors	The mental process of the listeners in relation to their ability to construct the meaning from the listening text. The reported phrases categorised in this type of difficulty include: 'couldn't remember well'; 'listen only one time'; and 'couldn't connect sentences for meaning'.
Distractions	Factors that stop the listeners' concentration or attention to the listening text. Examples of the reported phrases that are categorised in this difficulty include: 'enjoyed the pictures and forgot to focus on the content'; 'enjoyed the music and couldn't get the meaning'; and 'pictures shifting made me confused'.
Personal/emotional factors	Factors from the listeners themselves that obstruct their listening comprehension to the listening text. The reported phrases that are categorised in this type of difficulty include: 'couldn't concentrate/didn't pay attention'; 'not ready to listen'; and 'haven't listened to the news in English for a long time'.

**Appendix I: Main points scores, Phase 1**

Main Points scores of the TV texts (News, Lifestyle programs, and Commercials)

Partic	PrN1	PrN2	PN1	PN2	PrL 1	PrL2	PL1	PL2	PrC 1	PrC2	PC 1	PC2	Total
P1	2	14	2	1	1	2	12	10	10	11	10	11	86
P2	1	14	2	3	1	10	13	10	2	10	11		11
P3	0	1	2	18	2	11	10	11	2	12	11	11	91
P4	12	0	3	4	3	0	10	10	10	10	11	12	85
P5	2	2	2	3	1	1	10	14	10	10	12	12	79
P6	2	2	1	3	12	1	10	10	10	11	13	10	85
P7	2	2	5	3	10	10	14	13	11	12	13	13	108
P8	1	1	1	1	1	1	10	11	1	11	11	14	64
P9	1	14	1	15	12	11	10	14	10	10	12	14	124
P10	1	13	1	7	3	13	11	14	13	11	12	11	110
P11	1	1	4	1	11	1	10	10	11	12	14	11	87
P12	3	2	3	2	10	10	10	10	10	12	11	12	95
P13	4	2	2	2	11	1	10	14	11	10	12	12	91
P14	12	1	2	3	1	13	12	11	10	13	12	11	101
P15	15	1	5	3	4	10	12	10	nd	1	14	11	86
P16	2	2	2	1	11	2	10	10	10	1	12	11	74
P17	3	1	2	2	13	10	13	11	12	10	12	11	100
P18	2	1	2	3	10	10	10	10	10	10	10	11	89
P19	3	2	6	4	1	10	10	10	10	1	14	11	82
P20	3	nd	4	1	1	1	15	12	10	12	13	11	83
P21	2	12	1	5	10	10	10	10	10	11	10	16	107
P22	1	nd	3	nd	nd	nd	12	nd	10	nd	11	nd	37
P23	1	nd	3	nd	1	nd	1	nd	10	nd	11	nd	27
P24	1	nd	3	nd	2	nd	nd	nd	10	nd	11	nd	27
P25	nd	nd	5	nd	1	nd	12	nd	10	nd	10	nd	38
P26	nd	nd	3	nd	1	nd	10	nd	12	nd	11	nd	37
Total		88	70	85	134	138	267	235	235	201	304	247	
Abbreviations: Pr assessment 1; P = assessment 2; N = news, L lifestyle pro													
C = commercials; 1 = group 1; 2 = group 2													

## Appendix J: Examples of responses, Phase I

News, assessment 1 data, Phase I

Examples of written responses of the participants, in relation to the open-ended questions in the questionnaire. The responses which were originally written in English remain in English. Those written in Thai were translated into English by the author and checked for accuracy by an EFL Thai lecturer and an English native speaker.

Topic: De facto Rights				
Group, p.	Main points	Words, phrases	Difficulty	Strategies
g 1, p.1	เกี่ยวกับเรื่องชีวิตครอบครัว ชีวิตสมรสของคู่สามีภรรยา ปัญหาที่เกิดขึ้นของชีวิตสมรส ( T. About family, married life of couple—husband and wife, problems happening during married life)	Couple, crisis, family	พูดเร็ว ไม่รู้ศัพท์บางคำ เกิดความกังวลในขณะที่ฟัง ฟังไม่ทัน (T. speak fast, don't know some words, felt anxious while listening, couldn't catch up with it.)	ตั้งใจฟังให้มากที่สุด ใช้สมาธิให้มากๆ พยายามจับคำศัพท์ที่ตนเองรู้แล้วเดาปรับความน่าจะเป็น (T. pay as much attention as possible, much concentration, try to get the words I already know and then guess the possibility of the content from the context.)
g1, p.2	เรื่องเกี่ยวกับครอบครัว คู่สามีภรรยาที่ประสบปัญหาเกี่ยวกับภาวะเศรษฐกิจในปัจจุบัน การดำเนินชีวิตประจำวัน (T : story about family, spouses facing the economic crisis at the moment, everyday life management)	Family, couple, Tanzania, crisis	ฟังไม่รู้เรื่อง พูดเร็วมากฟังไม่ทัน สำเนียงที่ไม่คุ้นหู ทำให้ฟังจับใจความไม่ได้ (T: don't understand. Speak very fast, can't catch up with the content, not familiar with the accent and this leads to failure getting the information)	ตั้งใจฟัง ปล่อยจิตใจให้ว่างพร้อมที่จะรับฟังข้อมูล (T: concentration on the story, relaxed, be ready to perceive the information)
g.2 p.1	คู่ชายหญิงในทาสมาเนียอยู่ด้วยกันโดยไม่ได้แต่งงาน ทำให้เกิดปัญหาต่างๆมากมาย เช่น ปัญหาการหย่าร้าง ปัญหาการแบ่งแยกทรัพย์สิน การขึ้นศาล มีการดำเนินการแก้ไขปัญหาดังกล่าวด้วยการจัดตั้งองค์กร	Divorce, marriage, ทาสมาเนีย living together,	ผู้พูดออกเสียงด้วยสำเนียงภาษาที่ไม่คุ้นเคย ฟังยากโดยเฉพาะผู้ให้สัมภาษณ์ ผู้พูดพูดเร็วเกินไป (T: speaker's pronunciation is not familiar to	ฟังจากหัวข้อข่าว ซึ่งจะสรุปใจความสำคัญของข่าวนั้น ฟังประโยคแรกให้ดี เพราะใจความสำคัญมักอยู่ในส่วนแรกๆ พยายามเดาความหมายของคำที่ฟังไม่ทัน (T: listened to the topics and conclude the information of

	<p>เพื่อเผยแพร่ความรู้</p> <p>(T: male and female couple in Tasmania live together without getting married. This can cause such problems as divorce, property division, going to court. So, there is a proposed way to solve this problem by an organization to educate people about this).</p>	<p>property, supreme court, Australia, couple, knowledge, marry, เสียเวลา</p>	<p>me. It's hard to listen especially the interviewee. Speakers speak too fast.)</p>	<p>the news. Listened carefully to the first sentence because the main point is often in the first part. Tried to guess the meaning of the words I couldn't follow.)</p>
g.2 p.2	<p>ปัญหาการหย่าร้างของคู่สามีภรรยา หรือคนที่อยู่ด้วยกันโดยไม่ได้แต่งงานในทาสเมเนีย ออสเตรเลีย การหย่าร้างสร้างปัญหามากมายตามมาเช่น เสียเวลา เสียเงิน (ในการฟ้องหย่า) ดังนั้นจึงมีการจัดตั้งองค์กร ขึ้นมาเพื่อชี้แนะวิธีการอยู่ร่วมกันของชายหญิงอย่างถูกต้อง มีการจัดหาหนังสือ brochure ต่างๆ ให้ความรู้เกี่ยวกับ Living together</p> <p>(T: divorce problem of married couple or de facto in Tasmania, Australia. Divorce causes many problems, e.g. waste time, waste money, (going to court for divorce). So, there is an organization to introduce how to live together legally. Some books and brochures are provided for knowledge on living together.)</p>	<p>Living together, Tasmania, Australia, News, problems, lawyer, court, couple, time, handbook, brochure, knowledge, marry, organisation, หย่าร้าง (T: divorce)</p>	<p>ไม่สามารถฟังคำบางคำได้เพราะไม่คุ้นสำเนียง ภาษาพูดเป็นภาษาฟังยากเพราะเร็ว</p> <p>(T: couldn't get some words because I'm not used to the accent: Spoken language is hard to listen to because it is fast.)</p>	<p>ไม่มีเทคนิคอะไร แต่เป็นการฟังตามที่ได้ยิน มีบางคำที่ทราบความหมาย คำบางคำไม่ทราบความหมาย จะจับใจความคำที่ฟังออก แล้วนำมาปะติดปะต่อเชื่อมโยงเป็นเรื่อง</p> <p>(T: I had no techniques, but listened to what I heard. I knew the meaning of some words and I didn't know some words. I got the words I know the meaning of and put them together and made a story.)</p>

Lifestyle programs, assessment 1 data, Phase I, Topic: House renovation				
Group. p	Main points	Words/ phrases	Difficulty	Strategies
g.1. p.1	Building a house from a spacing house to a dream house	Dream house, purchasing a property, nightmare, wall ceiling, space, material, carpet, equipment, hard plant, spending a fair a lot of money, living area	<p>ไม่ชินกับสำเนียงภาษาจึงทำให้เกิดความสับสนในการฟัง</p> <p>ระดับการพูดเร็วมาก</p> <p>ไม่รู้คำศัพท์เกี่ยวกับการช่างการสร้างบ้าน</p> <p>เข้าใจเรื่องไม่ละเอียดนักเพราะรู้คำศัพท์ไม่มาก</p> <p>(T: not familiar with the accent and this made me confused . Speed is very fast.. I didn't know the words about carpentry and building houses. Not enough understanding due to limited vocabulary )</p>	<p>ตั้งใจฟังให้ดีที่สุด</p> <p>เดาความหมายจากคำที่รู้</p> <p>เดาบริบทจากคำศัพท์ตัวหลัก</p> <p>(T: listened very attentively. Guessed the meaning from the words I know. Guess the context from the key words.)</p>
g.1. p 2	Building the house การสร้างบ้านกับการเลือกใช้วัสดุอุปกรณ์ในการสร้าง (T: house construction and selecting materials for building houses.)	Guest, nightmare, plan, hard unit, big a job, look like, especially, living, life, safety, stop detail before hundred dollars, incredible, living and plan	<p>ฟังไม่ค่อยทัน</p> <p>จับใจความไม่ค่อยได้เพราะ</p> <p>มัวแต่พยายามไปแกะคำศัพท์ที่ใน</p> <p>สารคดีพูดก็เลยจับเนื้อเรื่องไม่ทัน</p> <p>สำเนียงภาษาที่เราไม่คุ้นเคย</p> <p>รู้ศัพท์ไม่ค่อยมาก</p> <p>(T: couldn't follow, couldn't get the</p>	<p>ดูด้วยความตั้งใจ</p> <p>จับภาพบนจอโทรทัศน์ว่าเป็นเรื่องเกี่ยวกับอะไร</p> <p>พยายามจับใจความ</p> <p>เอาบริบทที่เราจับใจความได้</p> <p>มาเดาเอาเองว่าเป็นเรื่องอะไร</p> <p>(T: watched attentively, got the pictures on the TV screen, got what it was about.</p>

			content because I was focused about the meaning of some words, then I couldn't follow the story. Not familiar with the accent. Didn't know much vocabulary.)	Tried to get the meaning from the context.)
g. 2, p.1	ควรเลือกวัสดุที่มีความคงทน แข็งแรงและมีคุณภาพในการสร้างบ้าน แม้ว่าจะแพงกว่า ยุ่งยากกว่า แต่บ้านที่สร้างด้วยวัสดุที่มีคุณภาพจะมีความปลอดภัยสูง แข็งแรงทนทานและสวยงามกว่า ซึ่งนับว่าคุ้มกับเงินที่เสียไป (T: You'd better select durable and high quality materials for your house. Even though it is more expensive to build a house with good materials, it's worth paying.)	บ้านที่สร้างจากวัสดุราคาถูกอาจถูกจัดแะได้ง่าย ไม่สวยงาม ไม่ทนทาน material, decade บ้านที่สร้างดี ๆ สวยงามและน่าพอใจกว่าเยอะ (T: houses built with cheap materials might be easy to break into and it's not durable and not beautiful either. Houses built with good quality materials look good and they can make householders more satisfied.)	I don't know what this video wants to convey to the spectator (ไม่เข้าใจจุดมุ่งหมายว่าต้องการสื่ออะไร) (T: couldn't understand the purpose of this segment)	Listen carefully and try to find key words. See the picture ดูท่าทางของผู้พูด and try to guess. ( ดูภาพประกอบ) (T: pictures and gestures)
g.2, p.2	The old house change to the new house which is more beautiful by a small budget.	There is a family who has an old house, they decide to change their house to be a beautiful one. Then, ช่างสร้างบ้าน (T: house constructors) go to รื้อ (T: pull down) their house and decorate it, put the new material, for example, new wood, new furniture, new curtain, and paint it. So, they have a new house for their family and their little daughter.	ฟังไม่ทันเพราะพูดเร็ว เป็นภาษาพูด (T: couldn't keep up with the speech, it's a spoken language)	I watch the picture on television to help me understand.

Commercials, assessment 1 data, Phase I, Topic: Auto Rent Hertz				
Group, p.	Main points	Words/phrases	Difficulty	strategies
g 1, p.1	It's about the second-hand car.	Cheap, save, beautiful colour	I didn't catch all messages because it presented by a song and I understand many words.	Pay attention Try to keep words that I understand
g.1, p.2	It's about the cars. They present many kinds of cars that they have and they can use the song to communicate the buyers and they have prices of cars.	Beautiful, save, money	I can't catch up the message because it presented by the song the song is very fast ไม่สามารถจับคำศัพท์ที่อยู่ในเพลงได้ เพราะว่า คำศัพท์ที่มันจะเข้ากับทำนองเพลงทำให้ฟังยาก the words of the song follow the rhythm of the song. I can't catch the words. (T: couldn't get the words in the song because words used to go with the song are difficult to understand.)	ก่อนจะฟังเราต้องรู้ว่าเราจะฟังเรื่องอะไร ตั้งใจเตรียมพร้อมที่จะฟัง (T: should know what you are going to listen to and be ready to listen)
g.2, p.1	เป็นการโฆษณาขายรถมือสองโดยใช้เพลงประกอบเพื่อเชิญชวนให้ซื้อรถ ในขณะที่เดียวกันก็นำภาพรถยนต์ บอกรุ่น และราคาของรถแต่ละคันเอาไว้ด้วย เพื่อให้คนดูได้มองเห็นประกอบการพิจารณา (T: The ad. Is of used cars sales using a song to attract consumers. Pictures of cars and prices are shown for consumers.)	มีรถหลายคัน ยี่ห้อ และราคาต่างกัน พร้อมทั้งบอกปีที่ใช้ (T: There are cars of different makes, years and prices.)	The song is not so clear.	ดูภาพ จับใจความจากเพลงที่ได้ฟัง (T: look at the pictures, get the information from the song) see the picture and try to listen the song I see the cars and their price so I can guess that it's an advertisement of



				used car.
g.2. p.2	The advertisement of second hand (used) car.	Autorent Hurtz There are many used car for sale in this advertisement. They tell the details of each car, for example, mark, cost, year.... etc. And there are a song toโฆษณา cars. (T: advertise)	ฟังเพลงไม่ออก ดูภาพไม่ทัน (T: couldn't listen to the song and couldn't keep up with the pictures. )	Look the picture and pay attention in it.

News, assessment 2 data, Phase I, Topic: Marathon Swimmer				
Group, p.	Main points	Words/phrases	Difficulty	Strategies
g.1. p.1	There is a woman that took 45 hours to swim from Mexico to Cuba.	45 hours, the doctor will check your physical if you ok or not before you swim	The voice when she said doesn't clear There's some sound annoyed as she was saying I don't know the vocabulary.	Try to catch the main words Try to guess the meaning of the vocabulary from the tape Have to pay attention when listening.
g.1. p.2	Suesie Marony swam across the sea, she spend time for 45 hours from Mexico to Cuba.	45 hours, came, Mexico, swam, Cuba, tired, across the sea, heard those message, feeling strong	ตอนที่ฟังอยู่ที่เสียงเครื่องบินรบกวนเล็กน้อยทำให้ได้ยินไม่ค่อยชัด (T: There was a noise from a plane in the background and I couldn't hear clearly.)	Guess the meaning of story from which the picture on TV.
g.2. p.1	The woman who can swim from Mexico to Sydney.	When the TV. Interview her, she collapses and must go to the hospital.	พูดเร็วเกินไป (T: spoke too fast.)	Listen the headline carefully. See the picture.
g.2. p. 2	Susie Meroney, Australian girl,ว่ายน้ำข้ามฟากจาก Mexico มาถึงเมือง Florida สหรัฐอเมริกา สำเร็จเป็นคนแรก (T: The first girl to swim from Mexico to Florida, USA)	Susie Meroney, Australian, swim, reporter, Mexico, Florida, collapse, doctor, her mother, boat, review, be tired	ฟังไม่ออกตอนผู้รายงานข่าวพูดเร็วๆ สำเนียงเป็นสำเนียงที่ไม่คุ้นเคย (T: couldn't get information when the news reader spoke fast. Not familiar with the accent.)	Look the video Catch key words Try to guess the story Listen carefully

Lifestyle Programs, assessment 2 data, Phase I, Topic: Room Decoration				
Group, p.	Main points	Words/phrases	Difficulty	Strategies
g.1, p1	They changed the old style of the bedroom to be the new style for her daughter. They changed by changing the colour of the blanket, the colour of the wall, the window.	New bed, wall, change, color, easy care, compromise, special, new window, treatment	I can't catch the vocabulary I don't know some vocabulary.	Try to catch the main point Pay attention Guess the point from the picture.
g.1, p 2	พูดถึงการตกแต่งห้องนอนของเด็กวัยรุ่น เด็กวัยรุ่นชอบเอา ภาพ กรอบรูป โปสเตอร์ มาติดกำแพงห้อง ทำให้เลอะเทอะ สารคดีนี้ จึงมีวิธีการแนะนำการตกแต่งห้องใหม่ ให้ดูสวยงาม ตามแบบที่วัยรุ่นต้องการและไม่เลอะเทอะกำแพงด้วย (T: decorating a teenager's bedroom. Teenagers like attaching pictures, photo frames and posters on the wall and this makes the wall messy. This documentary introduces a way to re- decorate the room to satisfy teenagers and look good as well.)	It's really cool Young teenager, wall paper, cut, cool	พอจับใจความสำคัญได้ แต่ไม่สามารถแยกศัพท์ออกเป็นคำๆ ได้ ไม่รู้ศัพท์ (T: I could get the main point roughly, but couldn't separate word by word of what I heard. I didn't know the meaning of words.)	เดาจากภาพที่เห็น try to watch TV (T: guessed from the pictures.)
g.2, p.1	The clever way to decorate a room for teenager.	The teenager want to show the room to his/her friends.(อยากอวดห้องให้เพื่อนๆ) (T: want to show the room to friends)  The teenager doesn't like the old-fashion of his/her room.	พูดเร็วเกินไป (T: spoke too fast)	Try to listen carefully and see the picture.

		<p>We can get the ideas of decorating room by looking the decorating magazine.</p> <p>We can use the jeans to decorate the room for teenager.</p> <p>We can cut the beautiful picture in the magazine to decorate the wall.</p> <p>We should change the colour of the curtain and ผ้าปูที่นอน to make the room more favourable for the teenager. (T: sheet)</p> <p>ใช้ไม้อัดมาปูผนังห้อง แล้วทาสีที่เด็กๆชอบ เด็กๆจะได้ติดรูปภาพที่ชอบได้</p> <p>(T: Use canite board to cover the wall, then paint the colour a teenager likes and attach posters on it.)</p>		
g.2, p. 2	The way to change/decorate the old bedroom of the teenager to the new one.	<p>There are a girl and her mother who have some conflict about her bedroom. But there is a woman who introduced and help to do the new room with the easy method , for example, change the curtain, make the new wall, painting, make หมอนอิง (T: cushion) with the old jean and the girl can choose the pictures that she likes and stick it on the wall, and finally, this girl has a beautiful bedroom.</p>	<p>ฟังไม่ทัน (T: couldn't keep up)</p>	I try to listen to the keywords, look at the video that can me to know the whole story.

Commercials, assessment 2 data, Phase I, Topic: Arnott's Biscuits				
Group, p.	Main points	Words/phrases	Difficulty	Strategies
g.1. p.1	It's the commercial about cracker.  They want to make the audience feel enjoy with the commercial by using the music in the commercial	To be young, eat, 100; enjoy, when you eat you feel good.	Because of music, I feel relax. So, I can't catch the main word.  I'm not sure about main theme.	Try to catch the main word and guess the detail from the commercial.  Pay attention when listening.
g.1. p.2	The advertisement is about cracker ยี่ห้อ Arnott	Style, eat, like, you	มัวดูแต่ภาพเลยไม่ได้ฟังเนื้อหา การใช้ดนตรีเป็นสื่อทำให้ฟังแล้วเคลิบเคลิ้มจนลืมว่าเนื้อหาเขาพูดเกี่ยวกับอะไร (T: Enjoyed watching the pictures and forgot to concentrate on the content. Melody of the music was so beautiful, so I forgot what the content was about.)	Try to listen the song and see picture carefully.
g. 2. p.1	The advertisement of Arnott's biscuit.	Arnott's 'enjoy	ไม่เข้าใจความหมายของเพลง (T: didn't understand the meaning of the song.)	Listen the song carefully –catch the meaning of the song.  See the picture, see the gesture of the presenters.
g. 2. p.2	This is an advertisement of "Arnott". It is a biscuit.	Arnott, biscuit, song, everyone, old people, girls, boys, man, woman, eat this	ดูรูปเพลินจนลืมฟังเพลง (T: Enjoyed watching the pictures and forgot to listen for information)	Look the picture  Guess the whole story  Listen carefully

## Appendix K: Examples of responses, Phase II

Appendix (Session 1 data, Phase II) Topic: Protest in China					
Session	P.	Strategies	Difficulty	Self-assessment/comments	Main points
1	1	I always read the reporter's lips because I sometimes don't understand clearly what he/she said. I looked at the pictures for more understanding. I have to concentrate to listen.	I can't understand what the reporter says	I hope it can make me better in my listening skill.	About Chinese people demonstrate against Bill Clinton for their liberty to show their opinion about something.. but I'm not sure.
	2	Some words The pictures from the news	I can't understand all of that	It's very hard to understand all of that news. What's the detail? I just caught some words.	It's about Chinese students demonstration. They protest the US.
	3	Picture	Unknown words	The news is quite short	It's about the change of Chinese attitude for US. In the past, Chinese people admire US for their democracy, but now it changes. Chinese people believe that US is the cause of weakness secretary. They don't want American culture or want to imitate US any more.
	4	Seeing the pictures Reading newspaper before	Speed	Up-date news	Power of Chinese learners in the university has a role in politics circumstances.
	5	See pictures Listen the news and understand some phrases by some known words	Unknown words, can't get details, too fast	It's very good and I'm pleased to volunteer in this project	It's about the China student's protest the United States government.
	6	Listen to the topic that the reporter said and observe the picture, the statement in this news	The reporter speak very fast	The reporter speaks very fast and the news is so short.	I think it's about Chinese students in US who want to have the right that they should have.

Appendix K: (Session 4 data, Phase II) Topic: Kashmir Conflict					
Session	P.	Strategies	Difficulty	Self-assessment/comments	Main points
4	1	Keywords Pictures Read the text on the screen Guess Concentrate	The reporter still speaks very fast Miss some important keywords Cannot catch the important idea	Listening in this project gives me to have a chance to listen news more. I can practice my listening skill and I feel it's quite better, thus I can get 7 or 8 level.	เกี่ยวกับกองทัพทหารอินเดียพยายามเดินข้ามชายแดนไปปากีสถาน แต่ทหารปากีสถานพยายามสกัดกั้นไม่ให้เข้าไป โดยยิงปืนใหญ่เข้าใส่แต่ก็มีบางส่วนเข้าไปในแดนปากีสถานได้ (T: It's about the Indian troops trying to cross the border to Pakistan, but the Pakistani troops tried to stop them by firing the canon at the Indian troops. However, some Indians soldiers did cross the border into Pakistan.)
	2	The title of the news The pictures Keywords I don't have the background knowledge so I don't get much of this news.	Native speaker speaks fast and not clear.	I can understand 3 out of 10.	Pakistan conflict India, they use the mountain to separate.
	3	Photos Place	Local pronunciation Lack of knowledge	70%	It's about the conflict between India and Pakistan at their border. Indian said Pakistan trespass in India's area, there are many troops there, so India send the air strike to beat Pakistan, but it doesn't work. Many Indian soldiers passed away.
	4	Background knowledge because I learned about history of this religion Guessing Key words	Fast Accent Some words	Can understand rapidly because I have background knowledge	It is about India against Pakistan war. It happened in Kashmir State-Pakistan authority do not want India to test nuclear weapon, and they afraid of attaching by India because India wanted Kashmir State.
	5	Visual images Read the texts on the screen Keywords Guessing	Unknown words Can't get details A few prior knowledge	2 out of 10	The conflict between Pakistan and India. They have a fighting at the border.

	6	Some words Sound Pictures	Don't have background knowledge	20%	
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Appendix K: (Session 9 data, Phase II) Topic: Train Collision					
Session	P	Strategies	Difficulty	Self-assessment/comments	Main points
9	1	Look the most picture Catch the keywords Little background knowledge Tried to listen to the lead all.	I don't know some words The reporter stills speak very fast.	My skill is better much but in this news I can catch a little.	The train crashed somewhere I'm not sure but it's around South-Asia. Many people were trapped in the train. And there were some people died, and other were taken to the hospital.
	2	Keywords Pictures	Native speaker Translate in Thai and I can't follow the news.	4 out of 10	Train crash and made a lot of people died in India. This is a serious accident in the year.
	3	Focus on the first part of news	Nothing	90%	Try rescue the survival, find the corps on the train crash accident, Gaisal in India. They said they could find the body at most 400, and they think, there are 200 survivals were trapped in the train.
	4	Guessing Catch some keywords	Sometimes cannot catch some keywords	40%	It's about the train crash in Gaisal in India. There are 200 injured people and 200 bodies, but it is said there are more than this number.
	5	Guessing meaning Keywords Visual images	No pictures Don't understand some words	5 out of 10	It's about a train crash in India. There are survival people and many victims in this accident.
	6	Key words Summary the whole news that I can catch words.	The reporter speaks quickly	30 %	In India, it has train accident that make passengers dead and injured.

Appendix K: (Session 10 data, Phase II) Topic: Falungong Sect					
Session	P	Strategies	Difficulty	Self-assessment/comments	Main points
10	1	Catch many key words Pictures Background knowledge Guess From lead	I cannot catch up along the reporter said because it is too fast.	It's better. I heard this news before and I can guess it what happened. Listening twice made me more understand.	It's about a group of people who believe in Falungong, which has quite much in China, made a silent protest to the government that they banned the Falungong exercise. But people wanted to go on it because it's not a superstitions. They believed that it can cure the disease and it is not expensive and it's better than g to see the doctor.
	2	Key words Pictures Lead can help me a little bit because I cannot catch all of the important words.	Do not know background knowledge I have to translate in Thai first and I cannot follow the news. Speak fast sometimes	40 %	This news is about the meditation in Beijing in China. Many people in Beijing die because they refuse to see the doctor, but if you want to be cure you just have the hopeness and money. they believe that the exercise in the morning is very good.
	3	Focus on the first part of the news. Picture Background knowledge	Vocabulary	80%	It's about Falungong. Old people who is the follower die because they don't go to the doctor and the economic crisis in China, people don't have money to see the doctor, so they turn to Falungong can kill their malaise. Thus, this cult became popular when it was banned last year. They don't go to the hospital. They said, they only believe in Falungong.
	4	Catch some key words Concentrate on the first part Guessing Refer to previous knowledge Watch image	Accent Fast Some words, e.g. idioms	40 %	It is about Falungong's meditation exercise that was banned by Chinese authority. Chinese people were interested in this exercise because it could cure their health and some people who were cured by this exercise did not be ill again. Chinese authority thought it was superstitious, so they arrested followers.
	5	Pictures Key words Background	A little bit fast Unknown words Miss some	4 out of 10	It's about the treatment in China. People who get ill don't go to see the doctor because it's expensive. They go back to follow traditional treatment. However, some of them died and the Chinese government

		knowledge	sentences		ban this way.
	6	Visual images Key words	Some unknown words	30 %	In china, people don't go to hospital because of cost so expensive. Therefore they cure by exercise themselves instead of the doctor.

Appendix K: (Session 17 data, Phase II) Topic: Heart disease					
Session	P.	Strategies	Self-assessment	Comments towards the program	Main points
17	1	Background knowledge Pictures Catch main ideas and some information Inference	Practice my listening skill Have more knowledge	I can get some news which occurred all around the world that I sometimes never know before. It's enjoyable.	ข่าวเกี่ยวกับโรคหัวใจที่เป็น top killer และปัญหาอันดับหนึ่งของคนไทย ซึ่งนักข่าว blame กับเรื่องของคนไทยรับประทานอาหารตลอดเวลาและนิยมอาหารตะวันตกเช่น Hamburger ซึ่งจริงๆให้แต่ คาร์โบไฮเดรตและไขมัน ทำให้อ้วนและง่ายต่อการเป็นโรคหัวใจ ( T: It's about heart disease that is a top killer and the number one problem for the Thai people. One journalist said that Thai people eat all the time and they tend to like Western food, like hamburgers, which in fact, contains only carbohydrates and fats.)
	2	Focus on the lead Key words Pictures Details Block out the things that bother my mind Some background knowledge	I improve my listening and know how to listen to the news, how to understand the news. I learn that the warming up is necessary for listening	It is very good method to improve listening English from the foreigner. I think if the students don't have a chance to go abroad, listening English from the world news can help and improve themselves very much.	Heart disease in Thailand cause many patients. They came from the food. It is very serious and the patient may die.
	3	Focus on the lead Find the key words Look at the pictures	Better listening skills	It's easy to listen It's well known	
	4	Concentrate on lead Background knowledge Key word e.g.	Practice my listening skill Get some tactics to improve my skill when I listen to news after	It is good for student to practise their listening skill by listening to television current world news because the student can listen to native	It's about heart disease in Asia, especially in Thailand. There are more numerous people who have heart disease, especially young generation. It result from western food, mainly fast food, so diet treatment is provided for the patient.

		heart disease, diet, fast food, cholesterol Image on TV Guessing Apply my experience with the news	class Have more confidence to listen to native news.	language and the news is fresh.	
	5	Pictures Key words Guessing Confidence to listen	7 out of 10	Practise listening to the news in English. Have more strategies, more confidence to listen. I have a good chance to know the teacher. It's nice to know you.	It's about the heart disease in Thailand. Now it becomes the great problem. People will get disease younger and younger because of unhealthy food.
	6	Visual images Some words Sentences	I can gain some new words and accent of the native speaker. I can have a knowledge about news in the world	I want to listen the English news that can give me more knowledge and learn how to pronounce words.	It's about heart disease in Thailand that cause by the habit of consumer Thai people are junk food.

Appendix K: (Session 18 data, Phase II) Topic: Marathon Swimmer					
Session	P.	Strategies	Self-assessment	General comments	Main points
18	1	Key words Pictures Background knowledge Some texts on screen Reference	It's better and better. I think my listening skill is more developed	Although I cannot catch all the words because I'm not familiar with Australian Accent, I can catch the main idea of this news. But even it sounds different from the American accent, it is not much different. I can understand.	It's about the first person who swam from Cuba to the United States. She is Susie from Australia. She swam for 60 hours from then to then. When she arrived the USA, she had to go to hospital because she was much tired.
	2	Pictures Lead Guessing Vocab	Pay attention to the news and want to understand it. 60 % that I can get the news.	Strange accent	Susie Malony died? She swam from Cuba to USA and she's faint when TV interview her.
	3	Focus on the lead Find the main idea Look at the pictures	80 %	It's harder to listen to than world news because of the accent's and background knowledge.	Susie swims from Mexico to Cuba about 41 hours and she collapsed in front of the interview.
	4	Concentrate on the lead Image Key words	60 %	It's quite difficult to catch the words because their accent is different from another that I've heard. Sometimes I should use the background knowledge, but I have few information about Australia.	It is about the first swimmer who can swim from Cuba to USA. Everyone concerns her physics. They think she may be has problem after marathon swimming. They guess correctly because she collapsed while interviewing.
	5	Listening the lead Get main point Pictures Key words	7 out of 10	Some unknown words	It's about the first Australian woman swims from Cuba to the United States. After she reaches the United States, she collapsed during the interview.
	6	Lead Detail in the sentence	40 % because the lead of the news, I can't catch key words that the reporter	It's quite difficult the accent and pronunciation that I don't familiar with it.	It's about the first person win in a swimming marathon.

**Appendix L: TV news topics used in Phase II (SLP)**

Sessions	Topics of TV news used in Phase II	Sources
1	Protest in China	21 May, 1999, CNN News, recorded in Thailand
2	Kosovo	17 June, 1999, CNN News, recorded in Thailand
3	Milosevic	30 June, 1999, CNN News, recorded in Thailand
4	Kashmir Conflict	30 June, 1999, CNN News, recorded in Thailand
5	Election in Mexico	30 June, 1999, CNN News, recorded in Thailand
6	Women's World Cup Soccer	30 June, 1999, CNN News, recorded in Thailand
7	Iranians in LA	12 July, 1999, CNN News, recorded in Thailand
8	JFK Jr. Search	20 July, 1999, CNN News, recorded in Thailand
9	Train Collision	2 August, 1999, CNN News, recorded in Thailand
10	Falungong Sect	23 July, 1999, CNN News, recorded in Thailand
11	Floods	12 August, 1999, CNN News, recorded in Thailand
12	De facto Rights	3 June, 1997, ABC News, Tasmania, Australia
13	Rail Link	23 August, 1997, Southern Cross News, Tasmania, Australia
14	Earthquake	24 August, 1997, Southern Cross News, Tasmania, Australia
15	Coastal Birds	23 September, 1997, Southern Cross News, Tasmania, Australia
16	Farm Experience	13 May, 1997, Southern Cross, Tasmania, Australia
17	Heart Disease	4 August, 1999, CNN News, recorded in Thailand
18	Marathon Swimmer	13 May, 1997, Southern Cross News, Tasmania, Australia

# Appendix M: International TV news used in the Structured Listening Program (SLP), Phase II



Protest in China



Kosovo



Milosevic



Kashmir Conflict



Election in Mexico



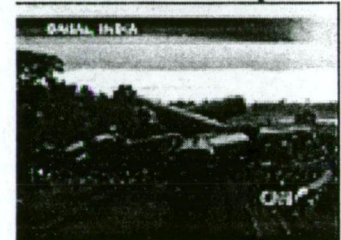
Women's World Cup



Iranians in LA



JFK Jr. Search



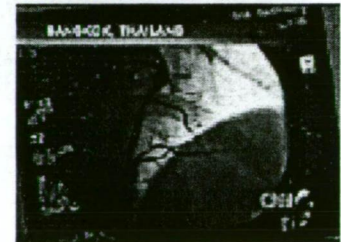
Train Collision



Falungong Sect



Floods



Heart Disease



**Appendix N: Local Australian news used in the Structured Listening Program (SLP), Phase II**



De facto Rights



Rail Link



Earthquake



Coastal Birds



Farm Experience



Marathon Swimmer

## Appendix O: An example of TV news structure and sequences

Detail of a current world news segment, 'Protest in China' (2 minutes)



(18 seconds)

*Anchor:* A decade ago, the world watched as university students in China called for democratic change. Their banners drew inspiration from the United States, but as CNN Beijing Bureau Chief, Rebecca Mackinnon of CNN Beijing reports, some people's feelings about the US have now changed.



(18 seconds)

*Reporter:* Ten years ago for almost two months student demonstrators occupied Tiananmen Square, calling for democracy, their words and images showing admiration for the United States.



(15 seconds)

*Reporter:* Ten years later in the aftermath of the NATO bombing of the Chinese Embassy in Belgrade, students' feelings for the US have changed.



(20 seconds)

*Reporter:* "They bombed our embassy in Yugoslavia," he says, "They have no right to talk about human rights".



*Reporter:* Outward nationalism, a desire to make China strong. It's why students say they stopped demonstrating outside the US Embassy in Beijing when the government asked them to.



(7 seconds)

*Kjeld Erik Brodsgaard, Peking U. visiting scholar:* "They don't want to weaken the authorities by criticising them too much because then they might overthrow the government".



(8 seconds)

*Reporter:* That is also why students are expected just to stay on campus for the tenth anniversary of the June 4th crackdown.



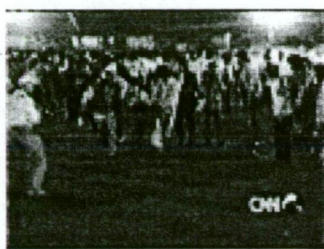
(12 seconds)

*Rebecca Mackinnon, Beijing Bureau Chief:* Many students appear to believe what's being said in their state-run media these days, that Western countries are making a big deal out of the June 4th anniversary in order to attack the Chinese government.



(17 seconds)

*Reporter:* "For the US to bring up June 4th again is like making a mountain out of a mole-hill", says the student. Of course, some people aren't happy about June 4th, but he says, "it's a complex situation and we have to be careful about how we deal with it".



(8 seconds)

*Reporter:* In other words, many people here are saying, 'let us deal with our past in our own time and in our own way'. Rebecca Mackinnon, CNN Beijing.

## Appendix P: Main points scores, Session 1, Phase II

The Main Points Assessment for the Topic: Protest in China, Used in Session I, Phase II

Main points in the Lead	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
11	.5	2.5	3	.5	2.5	.5
A decade ago			In the past .5			
the world watched						
as university students in China	About Chinese people .5	About Chinese students 1	Chinese people .5	Power of Chinese learners in the university .5	About the China student's 1	About Chinese students in the US .5
called for democratic change	Demonstrate against for their liberty	Demonstration/protest .5	Admired US democracy	Has a role in politics circumstances	Protest .5	who want to have the right that they should have
Their banners drew inspiration						
from the United States	Bill Clinton	The US 1				
Some people's feelings			Attitude/ .5 believe that US is the cause of weakness secretary			
about the US			To US .5		The United States government 1	
have now changed			Change/ 1 Now, they don't want American culture or want to imitate US any more.			

## A Transcript

### Topic: Protest in China

**Lead:** ( *News reader*) A decade ago, the world watched as university students in China called for democratic change. Their banners drew inspiration from the United States, but as CNN Beijing Bureau Chief, Rebecca Mackinnon of CNN Beijing reports, some people's feelings about the US have now changed.

**Details:** ( *Rebecca Mackinnon, news reporter*)

Ten years ago for almost two months student demonstrators occupied Tiananmen Square, calling for democracy, their words and images showing admiration for the United States.

Ten years later in the aftermath of the NATO bombing of the Chinese Embassy in Belgrade, students' feelings for the US have changed.

'They bombed our embassy in Yugoslavia,' he says, 'They have no right to talk about human rights'.

Outward nationalism, a desire to make China strong. It's why students say they stopped demonstrating outside the US Embassy in Beijing when the government asked them to.

Kjeld Erik Brodsgaard, Peking U. visiting scholar: 'They don't want to weaken the authorities by criticising them too much because then they might overthrow the government'.

**Report:** That is also why students are expected just to stay on campus for the tenth anniversary of the June 4th crackdown.

Rebecca Mackinnon, Beijing Bureau Chief :

"Many students appear to believe what's being said in their state-run media these days, that Western countries are making a big deal out of the June 4th anniversary in order to attack the Chinese government".

Two Chinese, male and female: 'For the US to bring up June 4th again is like making a mountain out of a mole-hill, says the student'. Of course, some people aren't happy about June 4th, but he says, 'it's a complex situation and we have to be careful about how we deal with it'.

**Report:** In other words, many people here are saying, 'let us deal it with our past in our own time and in our own way'. Rebecca Mackinnon, CNN Beijing.

## Appendix P: Main points, Session 4, Phase II

The Main Points Assessment for the Topic: Kashmir Conflict, Used in Session 4, Phase II

Main points in the Lead	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
6 +1 (detail) T=7	0+1 = 1	1.5	1.5 +.5 =2	2.5+.5 =3	2	No data
The fighting		Conflict .5	About the conflict .5	It's about war .5	The conflict .5	No response
Between India and Pakistan		Pakistan India 1	between India and Pakistan 1	India against Pakistan 1	between Pakistan and India 1	
In the disrupted Kashmir region				It happened in Kashmir State 1	They have fighting at the border .5	
Is showing no signs of abating in fact						
There are indications that			There are many troops there			
It may be about to escalate			India send air strike to beat Pakistan, but it doesn't work	Pakistan authority		
		They use the mountain to separate	Indian said	Didn't want India to test nuclear weapon.		
			Pakistan Trespass in India's area .5	They afraid of attacking by India because India wanted Kashmir State (.5)		
	About the Indian troops					
	Trying to cross the border to Pakistan .5		At their border			
	Pakistan troops					
	tried to stop them					
	By firing the canon to the Indian troops					

	Some Indian soldiers		Many Indian soldiers passed away			
	Did cross the border into Pakistan .5					
1 (detail)	1		.5	.5		

## A Transcript

### Topic: Kashmir Conflict

**Lead:** The fighting between India and Pakistan in the disrupted Kashmir region is showing no signs of abating in fact, there are indications that it may be about to escalate. CNN Satinder Bindra has our report.

**Details:** This mountain ridge marks one of the most dangerous borders in the world. Called the Line of Control, it separates two nuclear enemies, India and Pakistan. For several weeks they have been fighting each other.

India blames Pakistan, saying its troops crossed over into its territory. Pakistan denies the charge.

Even the Indian army believes that.

Now the Indian government is also considering its option to cross the line of control.

Brajesh Mishra, India NATL. Security Adviser: "We don't have unlimited time and unlimited patience. There will come a time when we have to take action to get these people out as quickly as possible and without sustaining larger casualty."

Pakistan says it's convinced India is ready to cross. It says India has amassed another 100,000 troops on the border, adding to the more than half a million, it says, were already there.

Recently India has also started 24-hour air strikes.

(Satinder Bindra, Batalik, India): Air strikes have been successful only in certain sectors here because it's been hard to spot targets in this mountainous terrain. So it's these guns have become the weapon of choice for the Indian Army.

In the last two days Indian troops have recaptured several peaks over- looking this national highway, a life line for troops on the front. But they've suffered their heaviest casualties of this campaign. More than 30 Indian soldiers have died.

Brajesh Mishra, India NATL. Security Adviser: " They have become martyrs. We did not want this to happen. This has been imposed upon us by a rogue army from Pakistan.

Pakistan's Minister for Religious Affairs is talking just as tough. He has warned if a larger war breaks out, Pakistan will use its nuclear weapons.

Satinder Bindra, CNN on the Indian side of Kashmir.



## Appendix P: Main points, Session 9, Phase II

The Main Points Assessment for the Topic: Trains Collision in India, Used in Session 9, Phase II

Main points in the lead	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
T = 9	3.5	3	5.5	2.5	3	2
Rescues			Try rescue 1			
recruited in India		In India 1	In Gaisal, India 1	In Gaisal, India 1	In India 1	In India 1
searching for survivors			Survival 1		There are survival people 1	
in one of the country's worst rail accidents	The train crashed 1	Train crashed, this is a serious accident 1	The train crashed accident 1	About the train crash 1	About a train crash 1	It has train accident 1
in years		In the year .5				
Authorities said						
some 200 people	Many people .5	A lot of people died .5	Could find the body at most 400,	There are 200 injured people and 200 bodies .5	And many victims in this accident	
may still be trapped	were trapped 1		Find the corps/ they think there are 200 survivals were trapped .5			Make passengers dead and injured
inside the wreckage of the two trains	in the train 1		in the train 1			
	There are some people died and others were taken to the hospital			But it is said there are more than this number		

## **A Transcript**

### **Topic: Train Collision in India**

**Lead:** Rescue workers in India are searching for survivors following one of the country's worst rail accidents in years. Authorities say some 200 people may still be trapped inside the wreckage of two trains.

**Details:**

Emergency crews are using cranes and saws trying to reach the victims. Authorities say they have recovered at least 200 bodies so far, but they say the death toll could top 400.

The Press Trust of India is reporting as many as 275 people dead.

The two trains collided head on in Gaisal, a remote area near India's border with Bangladesh. Julian Rush has more.

If the death toll is as high as feared, this will be one of the worst rail crashes on record.

The south bound Brahmaputra Mail collided head on with the Awadahan Express from New Delhi just before 2 a.m.

Fifteen carriages crushed together, some caught fire. Railway officials discounted initial reports of a bomb explosion suggesting instead signal failure. The remoteness of the region hampered rescue efforts that local people claimed were too slow to get under way.

One Indian man gave an interview: "The master and the station cabin men have gone out of the station. There was no relief work until 7 p.m. and no higher official registered support until 11 p.m. There is a panic in total area. And no relief work and the injured till now they have not got any relief".

Officially, over 150 bodies have been recovered, with the death toll at 175. But some reports suggest as many as 500 may have died with more than 1000 injured.

It'll be some time before the true figure is known. Not only did the impact reduce some carriages to a flattened tangle of steel, but the number of passengers is uncertain.

India's ageing railway system is frequently overcrowded, passengers cling to the rooves or doors. There's been little investment in modernisation even though there's been a huge increase in rail traffic.

India's Prime Minister would not be drawn on the accident's cause.

(Text: Atal Bihari Vajayee, Indian Prime Minister): "It was a really major accident. A large number of people have been killed. An investigation has been ordered. Let us await for the report".

In New Delhi's main railway station, relatives waited anxiously for news.

Many of the dead and injured were soldiers, whose duties take them to India's remote Eastern region, where separatist Asamese militants are active.

Once again India's railway safety record is under scrutiny. Increased traffic has increased workload on railway staff. Officials say many of India's 400 or so railway accidents each year are caused by human error.

## Appendix P: Main points, Session 10, Phase II

The Main Points Assessment for the Topic: Crackdown on Falungong Sect, Used in Session 10, Phase II

Main points In the Lead	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
11+ 3 (from details) T = 14	4.5 + 1 = 5.5	1.5+1 = 2.5	2+3 = 5	4+1 = 5	3+3 = 6	1+2 = 3
Authorities				By Chinese authorities 1	The Chinese government 1	
In China	Which has quite much in China 1	In Beijing in China 1			In China 1	In China 1
Have attained						
At least 20 members						
Of the Falungong meditation group	About a group of people who believe in Falungong 1	About the meditation .5	About Falungong 1	About Falungong meditation exercise 1		
As part of a crackdown	That they banned 1		When it was banned last year 1	That was banned 1	Banned this way 1	
On the outlaw movement	The Falungong exercise .5					
The arrests were made				So they arrested followers. 1		
As the Chinese police				Chinese authority thought it was superstitious		
surrounded the government compound						
Where the group was holding a silent protest	Made a silent protest to the government 1					

	But people wanted to go on	Many people in Beijing die because they refuse to see the doctor, but if you want to be cure you just have the hopeness and money.	Old people who are followers die because they don't go to the doctor. They don't go to the hospital, they said they only believe in Falungong.	Chinese people were interested in this exercise because it could cure their health and some people who were cured by this exercise did not be ill again.	It's about the treatment. People who get ill don't go to see the doctor because it's expensive. They go back to follow traditional treatment.	People don't go to hospital because of cost so expensive. Therefore, they cure by exercise themselves instead of the doctor.
	Because it's not superstition. They believe that it can cure the disease and it is not expensive and it's better than going to see the doctor	They believe that the exercise in the morning is very good.	And the economic crisis in China, people don't have money to see the doctor, so they turn to Falungong can kill their.. Thus this cult became popular.		Some of them died	
3 (details)	1	1	3	1	3	2

### A Transcript

#### Topic: Crackdown on Falungong Sect

Lead: Authorities in China are detaining at least 20 members of the Falungong meditation group as part of a crackdown on the outlawed movement. The arrests were made as Chinese police surrounded a government compound where the group was holding a silent protest.

Details:

Beijing has also ordered the arrest of the group's leader who's based in the United States. CNN's Beijing Bureau Chief Rebecca Mackinnon explains why the group has attracted so many followers in China.

In China under the old system, if you had a heart attack, your life-long employer paid for your care.

Now, if you need medical care, but your company happens to have gone bankrupt in the new economic reforms, you'd better hope you have relatives nearby with money.

Rebecca Mackinnon, Beijing Bureau Chief: Social scientists here say the reason why Falungong has attracted as many as 70 million members in just a few years is that it appealed to people who have fallen through the gaps as China moves from a socialist, planned economy to a market - driven one.

While the Chinese government is reforming its health care system and setting up a nationwide health insurance program, it's not up and running yet, which means millions of Chinese are stuck paying high medical bills.

(Chinese boy)

You still have to pay for treatments, even if you don't have money, says this man, so I'm afraid of getting sick.

Others turn to alternative treatments.

(Pictures of two men, one is massaging on the neck and shoulder of the other)

This man says he gets a regular massage for his neck problems, but the doctor, he says, is too expensive.

( Pictures showing a group of people doing their exercise in a building)

It's the fear of falling ill which brought many Chinese to Falungong whose leader claims if you practise these meditation exercises every day, your health problems will be cured and you'll never get sick again.

(Chinese people were talking in Chinese)

Many people turned to Falungong because they realised they couldn't afford treatments for their illnesses. So they thought out ways of healings that don't require spending money and going to the doctor.

( A speaker appears, speaking in Chinese)

Since Falungong was banned last week, the Chinese media has been full of interviews with grieving relatives of Falungong followers who died of fatal illnesses because they refused to see a doctor, insisting Falungong would save them. Now, followers of Falungong find themselves not only on the outside of the health care system, but on the outs with the law.

Rebecca Mackinnon, CNN Beijing.

## Appendix P: Main points, Session 17, Phase II

The Main Points Assessment for the Topic: Heart Disease, Used in Session 17, Phase II

Main points in the Lead	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
T= 8	4.5	2.5	3	4.5	3	2.5
Heart disease	About heart disease 1	Heart disease 1	heart disease. 1	About heart disease 1	About heart disease 1	About heart disease 1
Is on the rise	A top killer .5	Cause many patients .5	Patients go to hospital. .5	There are more numerous people who have heart disease .5	Now it becomes great problem 1	
In many Asian countries				In Asia 1		
Especially in Thailand	Number one problem of Thai people 1	In Thailand 1	in Thailand 1	Especially in Thailand 1	In Thailand 1	In Thailand 1
Some experts Say	One journalist Said 1					
The introduction of Western diet	They tend to like Western food like 1 hamburgers		People eat food that has a lot of fat. .5	It results from Western 1 food		
Is among the causes						Cause by the habit of consumer .5
	Which in fact contains only carbohydrate and fat	They came from the food. It is very serious and many people may die		Especially young generation.	People will get disease younger and younger because of unhealthy food	Thai people like junk food
	Thai people eat all the time			Mainly fast food, so diet treatment is provided for the patient		

Topic: Heart Disease

Lead: Heart disease is on the rise in many Asian countries especially in Thailand. CNN's John Raedler reports some experts say the introduction of a Western diet is among the causes.

Text: Bangkok, Thailand.

These are blood vessels around the beating human heart. They are diseased, the blood flow restricted.

They require either the insertion of a balloon to open the blockages, or by-pass surgery, otherwise, the patient will die.

(A picture of a male patient lying in bed speaking Thai)

The patient is Seri Lapasriwadsun, 45, a businessman. He represents a worsening health crisis in Thailand.

Dr Sant Jaiyodsilp, Heart Surgeon: "It is established: Now that we have the heart disease as number one problem. It is our number one killer."

In the last decade the number of coronary artery by-pass operations, at Dr Sant's Payathai Hospital, has gone from 10 a year to 150.

(John Raedler, Bangkok Bureau Chief): Another measure of the problem in Thailand, in just 10 years.

The number of deaths from heart disease in every 100,000 people has doubled.

So this is not a graph that is going up gradually.

Dr. Sant: "No, it's very steep, you know, it's coming up very steep."

Surgeons grappling with this epidemic say rising cholesterol levels, lack of exercise and smoking are mainly responsible.

Dr Sant: "Our food contains more animal fats than we used to consume in the past. I think that is the main thing."

As a result, the average cholesterol level in Thailand has gone from 150 milligrams per deci- litre a decade ago to 210. High by world standards.

Dr. Sant: "We turn to Western food maybe for the sake of convenient, particularly for the younger generations. The major food in school cafeteria is the hamburger."

He said heart disease used to be a disorder of the elderly in Thailand. And then the age of the patients just coming down and down to 50 and nowadays to 40.

One of his recent by-pass patients is 36.

Dr Sant says only massive public health education will stem the crisis and lessen the likelihood of young Thais ending up on his operating table in their 50s, 40s or 30s.

John Raedler, Bangkok, Thailand.

## Appendix P: Main Points, Session 18, Phase II

The Main Points Assessment for the Topic: Marathon Swimmer, Used in Session 18, Phase II

Main points in the Lead	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
T = 11	5	5	4	5	5.5	2
Susie Maroney's	She is Susie 1	Susie Malony 1	Susie 1			
traumatic day		Died?	-			
The Sydney superfish	From Australia .5				Australian .5	
became the first person	The first person 1			The first swimmer 1	The first Australian woman 1	The first person 1
to swim	Who swam 1	She swam 1	Swims 1	Who can swim 1	Swims 1	Win in a swimming marathon 1
from Cuba to the United States	From Cuba to the United States 1	From Cuba to the USA 1	From Mexico to Cuba	From Cuba to USA 1	From Cuba to the United States 1	
collapsed	When she arrived in the USA, she had to go to the hospital because she was much tired .5	She fainted 1	She collapsed 1	She collapsed 1	After she reached the United States, she collapsed 1	
during a live TV show		When TV interviewed her 1	In front of the interview 1	While interviewing 1	During the interview 1	
and then vowed to take on						
even bigger challenge						
the swim from Mexico to Cuba.						



	She swam 60 hours		About 41 hours	Everyone concerned about her physics. They think she may have problem after marathon swimming. They guessed correctly.		
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## A Transcript

**Topic: Marathon Swimmer, SC T. 13 May, 97. Time: 2.14 minutes. Reader: Man -- Steve Titmus.**

**Lead:** Susie Maroney's traumatic day: The Sydney superfish became the first person to swim from Cuba to the United States collapsed during a live TV show and then vowed to take on an even bigger challenge, the swim from Mexico to Cuba.

**Details:**

After all that, she has a hero welcome to look forward to as guest of honour at a state reception in Sydney.

When Susie Maroney's feet touched the sands of a Key West beach, she realised a dream she's been chasing for 5 years. "I'm so glad to be here and it's such a long way".

Susie expected to cover with a distance in 45 hours, but with the help of the Gulf Stream currents and reasonably good weather, she made it in just 24 hours and 31 minutes.

Susie was due to stop at San Key, a US territory off Key West, but feeling strong decided to push on.

Just before reaching San Key, Susie Maroney encountered one of the few problems on this swim; a cable on the shark cage snapped and her crew had to make a temporary repair. And out there she was tired, she found a little extra something when her crew relayed messages from Australia.

Message: "We hope you hit McDonalds before you come home. You're a brave girl".

Susie said she came close to quitting until she heard those messages.

Susie's voice : You know I was thinking about all the people that supported me back in Australia. And pretty much concentrating on my stroke. Just so, I could keep going and really just happy thoughts.

Her brother, Michael and her mother, Pauline, have provided Susie's key support for this Cuba campaign.

(Mother's voice) : I'm just so happy that she's safe and she is well".

Florida doctor Michael Stein gave Susie the all clear after a brief physical, but six hours later Susie collapsed while giving a live television interview.

"Your folks had said that they saw a hammer head shark and ... are you ok? Ooh you're so tired, are you going to be ok ?ooh ....." Susie was taken to a local hospital before returning to her hotel for a well-earned rest.

## Appendix Q: Descriptive Statistics of Scores, Phase I

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
PRN1	24	0	15	3.21	3.92	2.253	.472	4.097	.918
PRN2	20	0	14	4.40	5.37	1.233	.512	-.437	.992
PN1	26	1	6	2.69	1.41	.784	.456	-.109	.887
PN2	21	1	18	4.05	4.42	2.482	.501	5.834	.972
PRL1	25	1	13	5.36	4.80	.423	.464	-1.794	.902
PRL2	21	0	13	6.57	4.94	-.223	.501	-1.937	.972
PL1	25	1	15	10.68	2.50	-2.209	.464	9.460	.902
PL2	21	10	14	11.19	1.60	1.032	.501	-.602	.972
PRC1	25	1	13	9.40	3.03	-2.131	.464	3.756	.902
PRC2	21	1	13	9.57	3.70	-1.929	.501	2.476	.972
PC1	26	10	14	11.69	1.23	.504	.456	-.491	.887
PC2	21	10	16	11.76	1.41	1.766	.501	3.120	.972
Valid N (listwise)	19								

**Appendix Q: Wilcoxon Test results, listening performance within group 1  
and group 2, Phase I**

Ranks

		N	Mean Rank	Sum of Ranks
PN1 - PRN1	Negative Ranks	7 <sup>a</sup>	8.86	62.00
	Positive Ranks	9 <sup>b</sup>	8.22	74.00
	Ties	8 <sup>c</sup>		
	Total	24		
PN2 - PRN2	Negative Ranks	5 <sup>d</sup>	11.50	57.50
	Positive Ranks	11 <sup>e</sup>	7.14	78.50
	Ties	4 <sup>f</sup>		
	Total	20		
PL1 - PRL1	Negative Ranks	5 <sup>g</sup>	3.00	15.00
	Positive Ranks	14 <sup>h</sup>	12.50	175.00
	Ties	5 <sup>i</sup>		
	Total	24		
PL2 - PRL2	Negative Ranks	1 <sup>j</sup>	3.00	3.00
	Positive Ranks	13 <sup>k</sup>	7.85	102.00
	Ties	7 <sup>l</sup>		
	Total	21		
PC1 - PRC1	Negative Ranks	2 <sup>m</sup>	4.50	9.00
	Positive Ranks	18 <sup>n</sup>	11.17	201.00
	Ties	5 <sup>o</sup>		
	Total	25		
PC2 - PRC2	Negative Ranks	5 <sup>p</sup>	5.70	28.50
	Positive Ranks	13 <sup>q</sup>	10.96	142.50
	Ties	3 <sup>r</sup>		
	Total	21		

- a. PN1 < PRN1
- b. PN1 > PRN1
- c. PRN1 = PN1
- d. PN2 < PRN2
- e. PN2 > PRN2
- f. PRN2 = PN2
- g. PL1 < PRL1
- h. PL1 > PRL1
- i. PRL1 = PL1
- j. PL2 < PRL2
- k. PL2 > PRL2
- l. PRL2 = PL2
- m. PC1 < PRC1
- n. PC1 > PRC1
- o. PRC1 = PC1
- p. PC2 < PRC2
- q. PC2 > PRC2
- r. PRC2 = PC2

Test Statistics<sup>b</sup>

	PN1 - PRN1	PN2 - PRN2	PL1 - PRL1	PL2 - PRL2	PC1 - PRC1	PC2 - PRC2
Z	-.313 <sup>a</sup>	-.547 <sup>a</sup>	-3.227 <sup>a</sup>	-3.112 <sup>a</sup>	-3.618 <sup>a</sup>	-2.512 <sup>a</sup>
Asymp. Sig. (2-tailed)	.755	.584	.001	.002	.000	.012

- a. Based on negative ranks.
- b. Wilcoxon Signed Ranks Test

**Appendix Q: Wilcoxon Test results, listening performance between group 1 and group 2, Phase I**

**Ranks**

		N	Mean Rank	Sum of Ranks
PRN2 - PRN1	Negative Ranks	8 <sup>a</sup>	6.31	50.50
	Positive Ranks	6 <sup>b</sup>	9.08	54.50
	Ties	6 <sup>c</sup>		
	Total	20		
PN2 - PN1	Negative Ranks	8 <sup>d</sup>	9.00	72.00
	Positive Ranks	10 <sup>e</sup>	9.90	99.00
	Ties	3 <sup>f</sup>		
	Total	21		
PRL2 - PRL1	Negative Ranks	7 <sup>g</sup>	7.29	51.00
	Positive Ranks	7 <sup>h</sup>	7.71	54.00
	Ties	7 <sup>i</sup>		
	Total	21		
PL2 - PL1	Negative Ranks	7 <sup>j</sup>	5.86	41.00
	Positive Ranks	6 <sup>k</sup>	8.33	50.00
	Ties	8 <sup>l</sup>		
	Total	21		
PRC2 - PRC1	Negative Ranks	5 <sup>m</sup>	9.50	47.50
	Positive Ranks	11 <sup>n</sup>	8.05	88.50
	Ties	4 <sup>o</sup>		
	Total	20		
PC2 - PC1	Negative Ranks	9 <sup>p</sup>	8.83	79.50
	Positive Ranks	7 <sup>q</sup>	8.07	56.50
	Ties	5 <sup>r</sup>		
	Total	21		

- a. PRN2 < PRN1
- b. PRN2 > PRN1
- c. PRN1 = PRN2
- d. PN2 < PN1
- e. PN2 > PN1
- f. PN1 = PN2
- g. PRL2 < PRL1
- h. PRL2 > PRL1
- i. PRL1 = PRL2
- j. PL2 < PL1
- k. PL2 > PL1
- l. PL1 = PL2
- m. PRC2 < PRC1
- n. PRC2 > PRC1
- o. PRC1 = PRC2
- p. PC2 < PC1
- q. PC2 > PC1
- r. PC1 = PC2

**Appendix Q: Statistical results (Main points listening performance, between group 1 and group 2 for both Assessment 1 and Assessment 2, in listening to the three types of TV texts)**

**Test Statistics<sup>c</sup>**

	PRN2 - PRN1	PN2 - PN1	PRL2 - PRL1	PL2 - PL1	PRC2 - PRC1	PC2 - PC1
Z	-.126 <sup>a</sup>	-.595 <sup>a</sup>	-.095 <sup>a</sup>	-.317 <sup>a</sup>	-1.068 <sup>a</sup>	-.605 <sup>b</sup>
Asymp. Sig. (2-tailed)	.900	.552	.925	.752	.285	.545

- a. Based on negative ranks.
- b. Based on positive ranks.
- c. Wilcoxon Signed Ranks Test

Abbreviations: P = Assessment 2; PR = Assessment 1; N = News, L = Lifestyle programs; C = Commercials; 1 = Group 1; 2 = Group 2.

**Appendix R: Strategy categories, Phase II**

Strategy categories in phase II	TF	TF	TF	P1	P2	P3	P4	P5	P6
<b>Inferencing</b>		153							
<i>Visual images inferencing</i>			94						
look at the pictures	94			17	17	12	15	17	16
<i>Kinesic inferencing</i>			1						
read the reporter's lips	1			1					
<i>Texts inferencing</i>			17						
read the texts	11			9				2	
names of people, places	5						4	1	
the title of the news	1				1				
<i>Elaborated inferencing</i>			36						
guess	33			6	3	2	11	11	
reference	3			3					
<i>Voice/extralinguistic inferencing</i>			5						
settings	3					2	1		
sound	2								2
<b>Directed attention</b>		7							
concentrate	7			5			2		
<b>Selective attention</b>		115							
<i>Lead attention</i>			31						
topic that the reporter said (lead)	1								1
focus on the lead	30			3	6	9	8	1	3
<i>Key words attention</i>			83						
keywords	75			15	14	2	13	16	15
words, vocabulary	5				4				1
phrases	2						1		1
repeating words	1					1			
<i>Context attention</i>			1						
context	1								1
<b>Summarising</b>		5							
get the main idea	3			1		1		1	
summarise	2								2
<b>Comprehending</b>		7							
details	7				3	2			2
<b>Elaboration</b>		25							
background knowledge	20			8	3	2	5	1	1
reading newspapers before	2						2		
inference	1			1					
imagination from the circumstance	1						1		
warm-up news	1							1	
<b>Self-management</b>		7							
take notes	3			1		1		1	
block out distractions	1				1				
ignore unknown words	1					1			
adapt the volume	1						1		
confidence	1							1	
<b>Translation</b>		1							
translation	1				1				
<b>Total</b>	<b>320</b>	<b>320</b>		<b>70</b>	<b>53</b>	<b>35</b>	<b>64</b>	<b>53</b>	<b>45</b>

TF= Total Frequency

## Appendix S: Some aspects of visual information in TV news texts, Phase II



De facto Rights



De facto Rights

The pictures (visual information) shown in TV news sometimes do not give any points related to the information presented by words (verbal information)



Marathon Swimmer



Marathon Swimmer

The pictures shown in TV news are sometimes very general.



A Fire in Korea

This news topic was about a fire in Korea, but the topic on the screen read, 'Korea Floods'.



**Appendix T: Difficulty categories reported for text type by group, in assessment 1 and assessment 2 sessions, by frequency of mention (Phase I).**

Difficulty types	Assessment 1, groups 1,2						Assessment 2, groups 1,2					
	N1	N2	L1	L2	C1	C2	N1	N2	L1	L2	C1	C2
speed	29	23	29	22	23	15	25	14	23	13	7	3
vocabulary	13	11	13	4	6	2	8	5	12	12	11	19
comprehension ability/text types	5	12	2	2	5	13	2	3	6	6	9	3
accent/pronunciation	7	10	11	2	2	1	3	6	9	2	5	1
cognitive processing factors	5	8	8	7	7	4	4	3	2	2	3	1
distractions	1	0	1	7	3	2	8	3	0	0	5	3
personal/emotional factors	5	4	2	1	3	5	5	2	2	0	1	2
Total =588	65	68	66	45	49	42	55	36	54	35	41	32
N = news; L = lifestyle programs; C = commercials; 1 = group 1; 2 = group 2												

**Appendix U: Strategy categories reported for text type by group, in assessment 1 and assessment 2 sessions, by frequency of mention (Phase I).**

Strategy categories	Assessment 1, groups 1,2						Assessment 2, groups 1,2					
	N1	N2	L1	L2	C1	C2	N1	N2	L1	L2	C1	C2
Inferencing	25	17	30	23	23	30	31	23	35	27	32	28
Summarising	3	3	5	4	3	0	3	2	7	4	0	2
Elaboration	1	1	3	2	1	2	2	1	4	6	2	5
Comprehending	3	1	2	0	1	2	3	2	0	1	0	2
Translation	0	0	0	1	1	0	0	0	1	0	1	0
Directed attention	16	8	8	8	8	8	10	14	4	11	11	14
Selective attention	10	18	14	13	9	1	10	5	14	6	12	4
Self-management	2	0	2	1	1	0	3	0	0	1	1	1
Total = 659	60	48	64	52	47	43	62	47	65	56	59	56
N = news; L = lifestyle programs; C = commercials; 1 = group 1; 2 = group 2												

## Appendix V: Inter-rater reliability of scores

### Appendix V1: R value of the main points scores, Phase I

Main Points scores of the TV texts (News, Lifestyle programs, and Commercials), Phase I

Participant	PrN1	PrN2	PN1	PN2	PrL1	PrL2	PL1	PL2	PrC1	PrC2	PC1	PC2	Total
P1	2	14	2	1	1	2	12	10	10	11	10	11	86
P2	1	14	2	3	1	10	13	10	2	10	11	11	88
P3	0	1	2	18	2	11	10	11	2	12	11	11	91
P4	12	0	3	4	3	0	10	10	10	10	11	12	85
P5	2	2	2	3	1	1	10	14	10	10	12	12	79
P6	2	2	1	3	12	1	10	10	10	11	13	10	85
P7	2	2	5	3	10	10	14	13	11	12	13	13	108
P8	1	1	1	1	1	1	10	11	1	11	11	14	64
P9	1	14	1	15	12	11	10	14	10	10	12	14	124
P10	1	13	1	7	3	13	11	14	13	11	12	11	110
P11	1	1	4	1	11	1	10	10	11	12	14	11	87
P12	3	2	3	2	10	10	10	10	10	12	11	12	95
P13	4	2	2	2	11	1	10	14	11	10	12	12	91
P14	12	1	2	3	1	13	12	11	10	13	12	11	101
P15	15	1	5	3	4	10	12	10	nd	1	14	11	86
P16	2	2	2	1	11	2	10	10	10	1	12	11	74
P17	3	1	2	2	13	10	13	11	12	10	12	11	100
P18	2	1	2	3	10	10	10	10	10	10	10	11	89
P19	3	2	6	4	1	10	10	10	10	1	14	11	82
P20	3	nd	4	1	1	1	15	12	10	12	13	11	83
P21	2	12	1	5	10	10	10	10	10	11	10	16	107
P22	1	nd	3	nd	nd	nd	12	nd	10	nd	11	nd	37
P23	1	nd	3	nd	1	nd	1	nd	10	nd	11	nd	27
P24	1	nd	3	nd	2	nd	nd	nd	10	nd	11	nd	27
P25	nd	nd	5	nd	1	nd	12	nd	10	nd	10	nd	38
P26	nd	nd	3	nd	1	nd	10	nd	12	nd	11	nd	37
Total	77	88	70	85	134	138	267	235	235	201	304	247	
Inter-rater reliability, R	0.99	0.98	0.97	0.99	0.99	0.98	0.97	0.98	0.98	0.98	0.97	0.98	
Abbreviations: Pr = assessment 1; P = assessment 2; N = news, L = lifestyle programs; C = commercials; 1 = group 1; 2 = group 2													

**Appendix V2:How to gain the inter-rater reliability of the scores, Phase I**

PrN1	Examiner A	Rank A	Examiner B	Rank B	Rank A-B	(Rank A-B) <sup>2</sup>
Participant						
1	2	6	2	5	1	1
2	1	7	1	6	1	1
3	1	7	0	7	0	0
4	11	3	12	2	1	1
5	3	3	2	5	0	0
6	1	7	2	5	2	4
7	2	6	2	5	1	1
8	1	7	1	6	1	1
9	2	6	1	6	0	0
10	1	7	1	6	1	1
11	1	7	2	5	2	4
12	3	5	3	4	1	1
13	4	4	3	4	0	0
14	12	2	11	3	-1	1
15	14	1	15	1	0	0
16	2	6	2	5	1	1
17	3	5	3	4	1	1
18	2	6	2	5	1	1
19	3	5	3	4	1	1
20	2	6	3	4	2	4
21	2	6	2	5	1	1
22	1	7	1	6	1	1
23	1	7	1	6	1	1
24	1	7	1	6	1	1
					Sd = 20	Sd <sup>2</sup> = 28

$$r = 1 - \frac{6sd^2}{n(n-1)(n+1)}$$

$$= 1 - \frac{6(28)}{24(24-1)(24+1)}$$

$$= 1 - \frac{168}{24 \times 23 \times 25}$$

$$= 1 - \frac{168}{13800}$$

$$= 0.99$$

**Appendix V3:How to gain the R value for the inter-rater reliability of the main points performance in Phase II**

Session 1	Examiner A	Rank A	Examiner B	Rank B	Rank A-B	(Rank A-B) <sup>2</sup>
Participant						
1	0.5	4	0.5	4	0	0
2	2.0	3	2.5	2	1	1
3	3.0	1	3.0	1	0	0
4	0.5	4	0.5	4	0	0
5	2.5	2	2.0	3	-1	1
6	0.5	4	0.5	4	0	0
					Sd = 0	Sd <sup>2</sup> = 2

$$\begin{aligned} r &= 1 - \frac{6sd^2}{n(n-1)(n+1)} \\ &= 1 - \frac{6(2)}{6(6-1)(6+1)} \\ &= 1 - \frac{12}{6 \times 5 \times 7} \\ &= 1 - \frac{12}{210} \\ &= 0.94 \end{aligned}$$

Session 4	Examiner A	Rank A	Examiner B	Rank B	Rank A-B	(Rank A-B) <sup>2</sup>
Participant						
1	1	4	1	4	0	0
2	1.5	3	1.5	3	0	0
3	2	2	2	2	0	0
4	2.5	1	3	1	0	0
5	2	2	1.5	3	-1	1
					Sd = -1	Sd <sup>2</sup> = 1

$$\begin{aligned} r &= 1 - \frac{6sd^2}{n(n-1)(n+1)} \\ &= 1 - \frac{6(1)}{6(6-1)(6+1)} \\ &= 1 - \frac{6}{6 \times 5 \times 7} \\ &= 1 - \frac{6}{120} \\ &= 0.95 \end{aligned}$$

Appendix V4:Inter-rater reliability of use, control, and reflection, Phase II

Inter-rater reliability of use

Use	Examiner A	Rank A	Examiner B	Rank B	Rank A-B	(Rank A-B) <sup>2</sup>
Participant						
1	71	1	69	1	0	0
2	53	3	54	3	0	0
3	35	6	36	6	0	0
4	65	2	63	2	0	0
5	52	4	53	4	0	0
6	44	5	45	5	0	0
					Sd= 0	Sd <sup>2</sup> = 0

$r = 1 - \frac{6sd^2}{n(n-1)(n+1)}$

$= 1 - \frac{6(0)}{6(6-1)(6+1)}$

$= 1 - \frac{0}{6 \times 5 \times 7}$

$= 1 - 0$

$= 1$

Inter-rater reliability of control

Use	Examiner A	Rank A	Examiner B	Rank B	Rank A-B	(Rank A-B) <sup>2</sup>
Participant						
1	8	3	9	3	0	0
2	8	3	9	3	0	0
3	10	2	10	2	0	0
4	11	1	11	1	0	0
5	2	5	2	4	1	1
6	3	4	2	4	0	0
					Sd= 1	Sd <sup>2</sup> = 1

$r = 1 - \frac{6sd^2}{n(n-1)(n+1)}$

$= 1 - \frac{6(1)}{6(6-1)(6+1)}$

$= 1 - \frac{6}{6 \times 5 \times 7}$

$= 1 - \frac{6}{210}$

$= 0.97$

Inter-rater reliability of reflection

Use Participant	Examiner A	Rank A	Examiner B	Rank B	Rank A-B	(Rank A-B) <sup>2</sup>
1	15	2	14	2	0	0
2	12	3	11	4	1	1
3	10	4	9	5	1	1
4	12	3	12	3	0	0
5	16	1	15	1	0	0
6	8	5	9	5	0	0
					Sd = 2	Sd <sup>2</sup> = 2

$$r = 1 - \frac{6sd^2}{n(n-1)(n+1)}$$

$$= 1 - \frac{6(2)}{6(6-1)(6+1)}$$

$$= 1 - \frac{6}{6 \times 5 \times 7}$$

$$= 1 - \frac{6}{210}$$

$$= 0.94$$